COM-FSM

Curriculum and Assessment Handbook

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I. Overview of this Handbook

The *Curriculum and Assessment Handbook* describes the policies and processes used by the Curriculum and Assessment Committee for curricular development and revisions and academic program assessment and review. Included are processes for course development, certificate, degree, and non-credit programs, and certification of part-time faculty. The appropriate forms used for each process are available along with specific directions for completion and examples of completed forms when available. The contents of this handbook are reviewed and updated annually.

Key Terms & Abbreviations Used in CAC Procedures

Term	Explanation
Academic Program Review	Evaluation of the entire program including two years of assessment of student learning outcomes, student achievement data, and program viability data.
ACCJC	Accrediting Commission for Community and Junior Colleges
ALO	Accreditation Liaison Officer
CAC	Curriculum and Assessment Committee
CLO	Course Level Student Learning Outcome
DAP	Dean of Academic Programs
DCTE	Director of Career and Technical Education
IC	Instructional Coordinator – State Campus
ILO	Institution Learning Outcome
IRPO	Institutional Research and Planning Office
IT	Information Technology
PLO	Program Level Student Learning Outcome
TOR	Terms of Reference
VPIA	Vice president of instructional affairs
WASC	Western Association of Schools and Colleges

II. Curriculum and Assessment Committee: Authority, Purpose and Structure

At COM-FSM the Curriculum and Assessment Committee (CAC) functions in accordance with its college-approved governance document: the CAC Terms of Reference. The current version of the Terms of Reference (TOR) appears below. The TOR are reviewed each August by CAC and revised as necessary. The recommended TOR goes to Council of Chairs for review and recommendation to the Executive Committee by September 30, of each year. The Executive Committee must notify each committee of approved TOR by October 15 of each year. The approved TOR is posted to the college web site at wiki.comfsm.fm/Committee_Terms_of _Reference.

CURRICULUM AND ASSESSMENT COMMITTEE (CAC)
Terms of Reference

Authority

The Curriculum and Assessment committee (CAC) operates through the authority of and reports to the President. Recommendations from the committee are submitted through the Dean of Academic Programs (DAP) and/or Director of Career and Technical Education (DCTE) to the Vice President for Instructional Affairs (VPIA) for approval by the President.

Purpose

The CAC makes recommendations to the President through the Dean of Academic Programs (DAP) and /or Director of Career and Technical Education (DCTE) to the Vice President for Instructional Affairs (VPIA) on matters relating to curriculum, instructional program review and assessment, instructional course review and assessment, academic policies and procedures.

Membership
(As amended 9/7/15)

The members of the Curriculum and Assessment Committee are selected at the beginning of each academic year and must include:

- All Division Chairs (8)
- All Instructional Coordinators (3)
- FMI Faculty Representative (1)
- Chuuk Campus Faculty Representatives (2)
- National Campus Faculty Representative (1)
- Yap Campus Faculty Representative (1)

• Kosrae Campus Faculty Representative (2)
• Pohnpei Campus Faculty Representative (2)

Membership must be kept within a 20 number limit.

Responsibilities of committee members are to:
• Regularly prepare for and attend committee meetings;
• Actively participate in meetings;
• Share information on committee discussions, recommendations and decisions with the COM-FSM and gather input from their area of representation;
• Carry out assignments.

Organization

The CAC will elect members to be Chair, Vice-chair and Secretary prior to the beginning of an academic year.

The chairperson is elected by the CAC. The chairperson's responsibilities are to:
• prepare and distribute the agenda prior to each meeting;
• preside over meetings;
• ensure the terms of reference for the committee are met and matters brought before the committee are judiciously addressed;
• ensure committee minutes, reports, and recommendations are completed and appropriately disseminated in a timely manner;
• forward recommendations through the DAP or DCTE to the VPIA for approval/action by the President within 5 working days;
• communicate with the VPIA's office for feedback on recommendations; and
• distribute the official minutes to the VPIA, President and COM-FSM community.
• maintain a file on all minutes.

The vice chairperson is elected by the CAC. The responsibilities of the vice chairperson are to:
• assist the chairperson with the above responsibilities. and
• preside over meetings in the absence of the chair.

The secretary is elected by the CAC. The responsibilities of the secretary are to:
• review the meeting agenda with the chair and vice chair;
• take and prepare accurate minutes;
• record attendance of committee members;
• distribute the minutes to the CAC members 5 working days after the meeting; and
• distribute approved minutes on the CAC and COM-FSM Wiki page.

The VPIA should act as a "secretariat "position (secretariat = administrative support) to the CAC.

Meetings and Voting

Meetings are held biweekly. The schedule is determined at the beginning of each academic term. The chairperson can call special meetings or upon consent of the majority of the members reschedule the regular meetings. Meetings can be held face-to-face or via teleconferences or other communication technologies. Twenty-five percent of membership constitutes a quorum for discussion purposes. A majority vote of all members is required to act on a motion. Electronic voting can be utilized when necessary. When a member does not vote, it is recorded as a “non-vote” and all other votes should be recorded as yes, no or abstain. When voting is required the chair will work to ensure that all members vote so there is a minimum of non-votes. Results of electronic voting are to be documented in the next committee meeting minutes.

Responsibilities

(As amended 9/7/15)

The responsibilities of the CAC are to:

- review proposed Board policies and/or procedures assigned to the committee;
- review and recommend for approval all new and modified instructional programs and course outlines – this includes regular college offerings and short-term training; and
- review recommendations made in instructional assessments and evaluations and recommend strategies for improvement to instructional administrators.

Communications & Distribution of Information

Agenda items may be submitted to the chairperson by the COM-FSM community. The chairperson compiles the agenda with the assistance of the vice chair and secretary and forwards it to committee members prior to meetings. All meetings are to have minutes which are to be distributed electronically within three working days of the meeting to members for their review. Members are to comment within the next five working days. The minutes, if approved are officially adopted at the next meeting. Electronic voting may be utilized when necessary. The chairperson distributes the official minutes to the VPIA, President and COM-FSM. The chair maintains a file on all minutes. Following each meeting, the chairperson informs all concerned of decisions and forwards recommendations from the committee to the DAP, VPIA and DCTE. The chairperson also updates the members of the action taken on the committee’s recommendations. Committee members convey concerns and input on current issues from their respective areas to the committee. They also discuss the issues being addressed by the committee and share committee minutes with the community they represent.

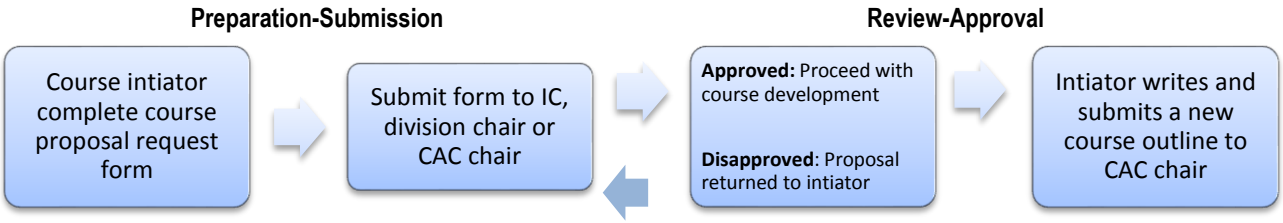
[Date Approved by CAC: 26Oct2012; amended 25Aug2014; further amended and approved by CAC 7 September 2015]

II. Courses

You will find the processes for course development in this section. The information for new course proposals and writing the course outline are provided here. You will also find information on revising existing course outlines or discontinuing a course.

New Courses

Whoever is seeking to develop a new course for approval is known as the "course initiator." In that role, you must follow the steps below to propose a new course:



The Pathway for Gaining Approval for a New Course

A faculty member, an academic division, an administrator, or an interested citizen may propose a new course. A proposal for a course must go through preliminary review by the appropriate academic division staff to determine need and avoid duplication.

How to Gain Approval to Propose a New Course

You complete the following steps to gain approval:

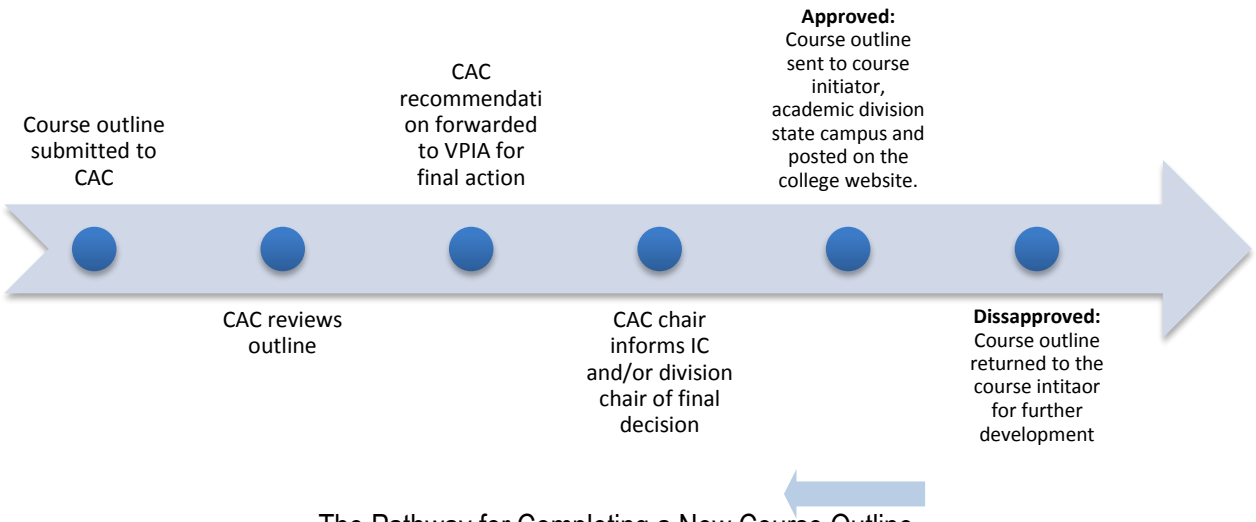
1. Obtain and complete a course proposal request form. The form can also be obtained from curriculum and assessment committee chair (CAC), VPIA or state campus dean's offices.
2. Submit the completed course proposal request form to the instructional coordinator at the state campus or the appropriate academic division chair at the National campus. If the new course cannot be identified with any of the existing academic divisions, the completed request form is submitted to CAC chair.
3. If the academic division chair, instructional coordinator, or committee chair approves the request, you may proceed with the next step by completing the course outline. If your proposal is not approved, it will be returned to you with feedback.

College of Micronesia-FSM Course Proposal Request Form

Course Title:	Division:	Initiator:
Hours Per Week Lecture: Lab: Total		
Course Objectives		
Course Description		
Justification for offering this course in the program		
Institutional Cost:		
Decision: ____Approved _____Not Approved Comment:		
Chairperson, Academic Division	Date:	

How to Complete a New Course Outline

You follow the procedure outlined below for writing a new course outline:



The Pathway for Completing a New Course Outline

1. Upon approval to proceed, write the course outline following the accepted format. See the example on page 13.

2. Attach a completed cover page to the course outline, except for the department and number.

> ***Hint***
>
> 1. *Review course outline rubric. for accepted responses on each section of the course outline form.*

3. Select several faculty members and potential instructors to review/edit the draft outline. *See Rubric.*

4. Submit the proposed course outline to the CAC chair through the instructional coordinator or academic division chair.

5. If CAC recommends the course for approval, the committee chair signs the course cover page and forwards the proposed course outline to the VPIA for final action. Upon receipt of the VPIA's decision, committee chair informs the instructional coordinator and or academic division of the final action.

6. The approved course outline is kept in the VPIA office and copies are sent to the course initiator, appropriate division, state campuses and the outline is posted on the college web site at www.comfsm.fm/?q=node/180. The DAP adds the course information to the *Catalog* and Student Information System when the course is due to be implemented. If the course outline is not approved, it is returned to the course initiator for further development.

Checklist for course outline

_____Course proposal approved
_____Draft outline reviewed by faculty
_____CAC recommends for approval
_____ICs and Division Chair informed
_____Cover Page complete
_____Outline meets rubric standards
_____VPIA signs for approval
_____Outline posted

College of Micronesia-FSM
Course Outline Form with Cover Page
(Revised August 2015)

GENERAL INFORMATION:

Course No. and Title:		
Campus:	**Initiator:**	**Date:**
Course Description:		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	_____	x	_____	=	/16	=	_____
Laboratory	_____	x	_____	=	/48	=	_____
Lecture/Lab	_____	x	_____	=	/16	=	_____
Workshop	_____	x	_____	=	/32	=	_____

Total Semester Credits _____

PURPOSE OF COURSE:

[ ] Degree requirement
[ ] Degree elective
[ ] Certificate
[ ] Other

PREREQUISITES:

PSLOS OF OTHER PROGRAMS THIS COURSE MEETS:

PSLO#	Program

CAC Chair signature: _____ Date recommended: _____

VPIA signature: _____ Date approved:_____

INSTITUTIONAL STUDENT LEARNING OUTCOMES

[ ]	1. **Effective oral communication**: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[ ]	2. **Effective written communication**: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[ ]	3. **Critical thinking**: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[ ]	4. **Problem solving**: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[ ]	5. **Intercultural knowledge and competence**: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[ ]	6. **Information literacy**: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[ ]	7. **Foundations and skills for life-long learning**: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[ ]	8. **Quantitative Reasoning**: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

1) **PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:**

2) **COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:**

3) **COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:**

CSLO (General) 1:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
CSLO (General) 2:			

Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
CSLO (General) 3:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
CSLO (General) 4:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
CSLO (General) 5:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies

4) COURSE CONTENT:

5) METHOD(S) OF INSTRUCTION:

[ ] Lecture
[ ] Laboratory
[ ] Audio visual
[ ] Other
[ ] Cooperative learning groups
[ ] In-class exercises
[ ] Demonstrations

6) REQUIRED TEXT(S) AND COURSE MATERIALS:

7) REFERENCE MATERIALS:

8) INSTRUCTIONAL COSTS:

9) EVALUATION:

10) CREDIT BY EXAMINATION:

College of Micronesia-FSM
Curriculum and Assessment Committee
Course Outline Checklist
(Revised August 2015)

Course Reviewed: _____

Criterion	Yes	No	Comments
1. Outline follows format/structure and is free of grammatical or spelling errors.			
2. Calculation of hours/credits is correct and reasonable.			
3. Prerequisites are listed and are reasonable			
4. ISLOs are checked.			
5. All SLOs are aligned with one or more ISLO. One or two specific SLO ISLOs are **marked** with an asterisk indicating they will be assessed			
6. All specific SLOs are **aligned** w/ PSLOs			
7. All specific SLOs are **aligned** w/ General SLOs			
8. Assessment Strategies are **aligned** w/ specific SLOs			
9. Each general SLO states what a student will be able to know, do, or value			
10. Each specific outcome specifies a measurable behavior that communicates the depth of processing according to Bloom's Taxonomy			
11. Assessment strategies include **authentic** strategies			
12. Course Content includes list of general concepts to be covered in the course.			
13. Methods of Instruction are **aligned** with the course SLOs.			
14. Required Texts and Course Materials are listed either in APA or MLA style as appropriate.			

15. Instructional Costs lists only **unusual** supplies, equipment, and materials required for the course. "None" is written if there are no unusual costs.			
16. The Evaluation section summarizes the ways SLOs are assessed on the **summative** level. If a course requires a "C" or higher to pass, it is specified here.			
17. Credit-by-examination indicates the time(s) the exam is given and which division to contact. "None" is written if there is no exam.			

Recommendation by team: _____ Approve _____ Disapprove Date: _____

College of Micronesia-FSM
Sample Course Outline

GENERAL INFORMATION:

Course title: IS220 Computer Programming		
Campus: National	**Initiator:** Marlene Mangonon	**Date:** September 1, 2015
Course description: This course provides an introduction to programming using one of the high-level programming languages. The course aims at presenting basic programming concepts and then a series of hands-on, step-by-step activities to reinforce learning through practical applications in the business environment.		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	3	x	16	x	48 /16	=	3
Laboratory	3	x	16	x	48/48	=	1
Workshop		x		x		=	
				Total Semester Credits			**4**

PURPOSE OF COURSE:

[x] Degree requirement
[ ] Degree elective
[ ] Certificate
[ ] Other

PREREQUISITES: IS201, MS100

PSLOS OF OTHER PROGRAMS THIS COURSE MEETS:

PSLO#	Program

CAC Chair signature: _____ Date recommended: _____

VPIA signature: _____ Date approved:_____

1) INSTITUTIONAL STUDENT LEARNING OUTCOMES

[ ]	1. **Effective oral communication**: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[ ]	2. **Effective written communication**: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[ ]	3. **Critical thinking**: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[x]	4. **Problem solving**: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[ ]	5. **Intercultural knowledge and competence**: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[ ]	6. **Information literacy**: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[x]	7. **Foundations and skills for life-long learning**: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[ ]	8. **Quantitative Reasoning**: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:

1. **Demonstrate an in-depth understanding of technical concepts and ethical issues pertaining to information systems;**

2. **Demonstrate theoretical knowledge and practical skills in the management and strategic use of information systems and technology;**

3. **Demonstrate proficiency in the use of different software applications significant to manipulating and analyzing information as well as generating and presenting reports in the various functional areas of business;**

4. **Demonstrate solid foundation skills in database design and management, web engineering, programming, and networking; and**

5. **Demonstrate the ability to adapt to latest technologies using their foundation knowledge and skills from CIS.**

3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:

1. **Explain computer programming concepts; and**

2. **Demonstrate project (program) development skills.**

4) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:

CSLO (General) 1: Explain computer programming concepts; and			
Student Learning Outcomes (specific)	ISLO	PSLO	Assessment Strategies
1.1 Describe the features and benefits of prevalent programming languages.	7	4	To assess CSLO_1.1, the instructor will use an essay exam. The student will describe the features and benefits of prevalent programming languages.
1.2 Describe the general phases of program development, including planning, coding, compiling, linking, and debugging.	7	4	To assess CSLO _1.2, the instructor will use an essay exam. The student will describe the general phases of program development, including planning, coding, compiling, linking, and debugging.
1.3 Explain the three types of basic instructions – input, process, and output.	7	4	To assess CSLO _1.3, the instructor will use an essay exam. The student will explain the three types of basic instructions – input, process, and output.
1.4 Identify the programming tools-flowcharts, pseudo code, hierarchy chart, and documentation basics.	7	4	To assess CSLO _1.4, the instructor will use an essay exam. The student will identify the programming tools-flowcharts, pseudocode, hierarchy chart, and documentation basics
1.5 Identify and describe the purpose of constants, variables, operators, and functions.	7	4	To assess CSLO _1.5, the instructor will use an essay exam. The student will identify and describe the purpose of constants, variables, operators, and functions.
1.6 Explain the purpose of general functionality provided by conditional statements/control structures, relational operators, and logical operators.	7	4	To assess CSLO _1.6, the instructor will use an essay exam. The student will explain the purpose of general functionality provided by conditional statements/control structures, relational operators, and logical operators.
1.7 Explain the purpose of general functionality provided by loops	7	4	To assess CSLO _1.7, the instructor will use an essay exam. The student

statements/repetition structures.			will explain the purpose of general functionality provided by loops statements/repetition structures.
1.8 Explain the benefits of dividing large programming tasks to smaller tasks.	7	4	To assess CSLO _1.8, the instructor will use an exam. The student will explain the benefits of dividing large programming tasks to smaller tasks.
1.9 Explain the concept of arrays.	7	4	To assess CSLO _1.9, the instructor will use an essay exam. Student will explain the concept of arrays.
CSLO (General) 2: Demonstrate project (program) development skills.			
Student Learning Outcomes (specific)	ISLO	PSLO	Assessment Strategies
2.1 Develop programs using the top-down approach.	4, *7	4	To assess CSLO _2.1, the instructor will use hands-on case project. The student will demonstrate program development skills using the top-down approach.
2.2 Construct programs using conditional statements/control structures.	4, 7	4	To assess CSLO _2.2, the instructor will use hands-on case project. The student will demonstrate program development skills using conditional statements/control structures.
2.3 Construct programs using loops statements/ repetition structures.	4, 7	4	To assess CSLO _2.3, the instructor will use hands-on case project. The student will demonstrate program development skills using loops statements/ repetition structures.
2.4 Construct programs using subroutines and functions.	4, 7	4	To assess CSLO _2.4, the instructor will use hands-on case project. The student will demonstrate program development skills using subroutines, and functions.
2.5 Construct programs processing arrays.	4, 7	4	To assess CSLO _2.5, the instructor will use hands-on case project. The student will demonstrate program development skills in processing arrays.
2.6. Demonstrate knowledge of debugging techniques and diagnostic methods for correcting errors.	4, 7	4	To assess CSLO _2.6, the instructor will use hands-on case project. The student will demonstrate knowledge of debugging techniques and diagnostic methods for correcting errors.

5) COURSE CONTENT:

1. Introduction to Programming

2. Fundamentals of Basic Programming
3. Control Structures
4. Repetition Structures
5. General Procedures
6. Array

6) METHOD(S) OF INSTRUCTION:

[x] Lecture [ ] Cooperative learning groups
[x] Laboratory [ ] In-class exercises
[ ] Audio visual [x] Demonstrations
[ ] Other

7) REQUIRED TEXT(S) AND COURSE MATERIALS:

Walter Savitch, Addison-Wesley. Problem Solving with C++, 8th Edition, 2012.

8) REFERENCE MATERIALS:

David- Prentice Hall, Pearson Education, Inc. An Introduction to Programming using Visual Basic.NET- Fifth Edition, 2003. ISBN:0-13-030657-6

9) INSTRUCTIONAL COSTS:

None

10) EVALUATION:

The summative evaluation will be based on hands-on projects, midterm exam, and final exam.

11) CREDIT BY EXAMINATION:

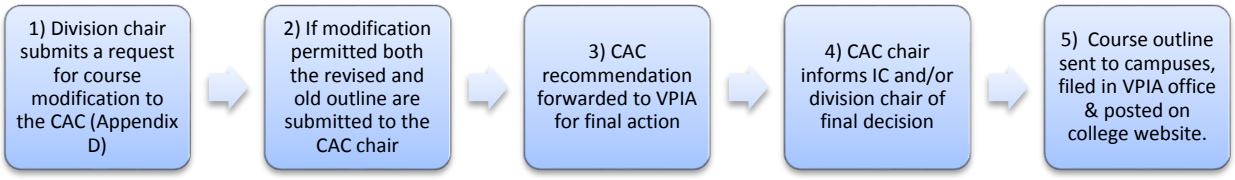
None

Existing Course Outlines

This section provides directions on modifying existing course outlines and deleting course outlines.

How to Revise an Existing Course Outline

Course outlines are revised at least every five years or as indicated by student learning outcome assessment results. CAC maintains a master list of course outlines with approved dates and revised dates. You follow the process below:



The Pathway for Revising an Existing Course Outline

1. The academic division chairperson submits a request for course modification when a course is outdated and/or needs to be revised.
    a. If the request for the course modification is not approved, the committee chair informs the division chair of the decision and provides feedback.

2. If the course modification is approved, the division faculty members revise the course and then submit the *revised* course outline to the committee chair along with a copy of the *old* course outline.

3. CAC reviews the course outline and sends their recommendation to the VPIA for final actions.

4. The committee chair informs the academic divisions and the instructional coordinator of the VPIA's decision on the revised course outline.

5. The revised course outline is kept in the VPIA office and copies are sent to the course initiator, appropriate division, state campuses and the outline is posted on the college web site at www.comfsm.fm/?q=node/180. The DAP adds the course information to the *Catalog* and Student Information System when the course is ready for implementation.

Checklist for course modification

_____Course modification proposal approved
_____Course outline approved by VPIA
_____ Revised outline posted
_____Submit *old* and *revised* course outline
_____ICs and division chair informed

College of Micronesia-FSM
Course Modification Request Form

Course Number and Title:	Division:	Initiator:	Date initiated:
Suggested revision(s) and justification(s) for each:.			
Summary of consultation within the division:			
Summary of consultation with other campuses where this course is taught:			
Division Chair/ Instructional Coordinator/ Director signature:			Date submitted:
Decision reached by CAC: [ ] Approved [ ] Not approved			
If not approved, reasons for disapproval:			
CAC Chair signature:			Date submitted to VPIA:
VPIA Signature:			Date signed:

An example of filled-out Course Modification Form appears on the following page.

College of Micronesia-FSM

Sample Course Modification Request

Course Number and Title: IS220 Computer Programming	Division: Business	Initiator: Marlene Mangonon	Date initiated: September 1, 2015

Suggested revision(s) and justification(s) for each:

Revision of CSLOs:

Break down some specific CSLOs with multi-concepts into separate specific CSLO

Justification of revision of CSLOs

To make the course assessment plan and strategies more measurable and attainable

Revision of course pre-requisite:

Adding MS100 as pre-requisite

Justification for revision of course pre-requisite

IS220 focuses on translating word problem into programmable form using one of the computer programming high level languages. Students should have a foreknowledge of solving problems by constructing Mathematical, Relational, and Boolean expressions. These are being discussed in MS100 course

Revision of Course outline format:

Added features- ISLO, CLSO, ASSESSMENT STRATEGIES, etc.

Justification for revision of course outline format

Directive given by CAC

Summary of consultation within the division:

Consultation with Edper Castro, a computer programmer and CIS instructor.

Consultation with George Mangonon, a former Computer Programmer, Math Instructor, and Business/CIS instructor

Consultation with Joseph Felix, Jr. Division Chair

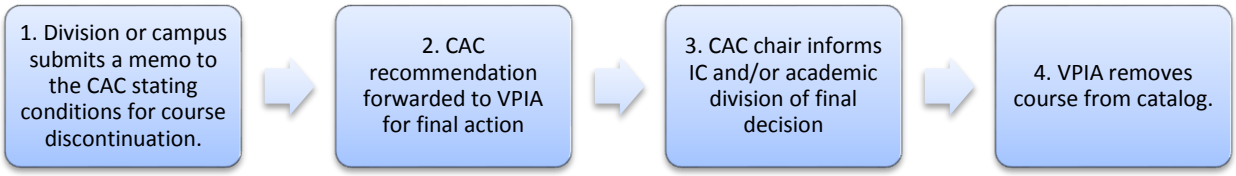
Summary of consultation with other campuses where this course is taught:

NOT APPLICABLE – Offered only by Business Division at National Campus

Division Chair/ Instructional Coordinator/ Director signature:	Date submitted:
Decision reached by CAC: [ ] Approved [ ] Not approved	
If not approved, reasons for disapproval:	
CAC Chair signature:	Date submitted to VPIA:
VPIA Signature:	Date signed:

How to Discontinue a Course

Sometimes a course is no longer needed or hasn't been taught for several years. You may remove courses from the catalog by following the steps below:



The Pathway for Discontinuing a Course

1. A division/campus may request that a course be discontinued at the college by submitting a memorandum to CAC. Conditions for discontinuation of a course are:
    a. if the course has not been taught for three years;
    b. when the program is revised and the course is no longer required.
2. The committee chair reviews the request with CAC and sends their recommendation to the VPIA for final action.
3. The committee chair informs the academic divisions and the instructional coordinators of the VPIA's decision on the request to discontinue a course.
4. The VPIA requests IT to remove the discontinued course from the online *Catalog*.

III. Programs

COM-FSM offers associate degrees, certificates of achievement, and non-credit trainings. This section explains the processes for designing, reviewing, and evaluating programs at the college. The process for deleting a program is also found in this section.

Degree Programs

COM-FSM currently offers the following degrees:

Associate of Arts
AA in Liberal Arts
AA in Liberal Arts/Health Career Opportunities Program
AA in Micronesian Studies
AA in Pre-Teacher Preparation

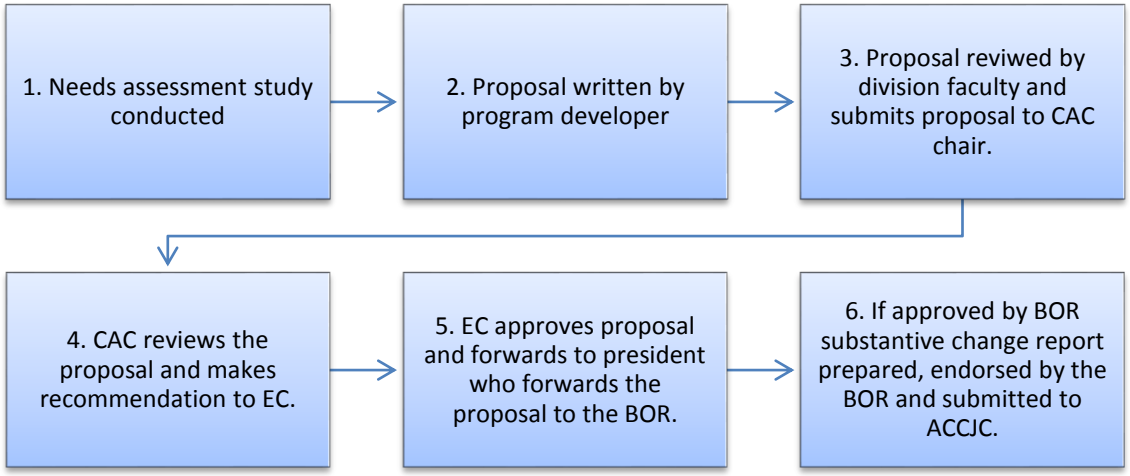
Associate of Science
AS in Agriculture & Natural Resources
AS in Business Administration
AS in Computer Information Systems
AS in Hospitality & Tourism Management
AS in Marine Science
AS in Nursing
AS in Public Health

Associate of Applied Science
AAS in Building Technology
AAS in Electronic Technology
AAS in Telecommunications Technology

How to Gain Approval of a Degree Program

Faculty must consult with educators and leaders of the college as well as the community about the practicality of a new degree program. After establishing practicality, you must carefully follow the steps below for proposing a new degree program:

Hint
Minutes of meetings with stakeholders, committee minutes, and/or surveys provide evidence of practicality for establishing new programs.



The Pathway for Gaining Approval for a Degree Program

The faculty of an academic division may initiate a new degree program. The procedure for submitting a request for a degree program is as follows:

1. The faculty members complete the application for program implementation, which includes a needs assessment study and a new program implementation plan. A proposal is developed if the results confirm the need for developing the degree program.

2. 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.

3. Division faculty reviews the proposal and submits it to the committee chair.

4. The committee chair reviews the proposal with CAC and makes a recommendation to Executive Committee for action.

5. If Executive Committee approves the proposal, it is forwarded to the president for recommendation to the Board of Regents.

6. If approved by the Board of Regents, the program developer along with DAP, VPIA, and ALO prepare a substantive change request which is endorsed by the board of regents and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) for final approval.

Hint

Substantive change requests must follow the guidelines in the ACCJC policy on substantive changes. Such requests are accepted only three times each year. See the policy and schedule at the following URL: www.accjc.org/ substantive-change
Normally, substantive change requests are not accepted if an institution is on ACCJC sanction.

Checklist for degree program implementation:

_____ Application for implementation approved:
- needs assessment study
- program implementation plan

_____Proposal includes:
- rationale
- program learning outcomes
- implementation procedures
- suggested schedule
- description of new courses
- staffing needs
- budget

_____Division faculty review of proposal
_____EC recommendation

_____CAC review and recommendation
_____BOR approval
_____Substantive change endorsed by BOR

_____Substantive Change request
_____ACCJC Approval

College of Micronesia-FSM Application for Program Implementation

Program name:	**Division:**	**Initiator:**	**Starting Date:**
Program Description:			
Length of program:			
Potential enrollment (check one or more of the following who completed surveys)	[ ] High school students interested in the program [ ] Undecided COM-FSM students [ ] Potential employers		
Number of projected students for the program		Year 1	
		Year 2	
Cost per student ($)		Based on ____ (nos.) of students	
COM-FSM cost analysis study	[ ] Completed and attached [ ] Pending		
Survey of potential employers	[ ] Completed and attached [ ] Pending		
Program Learning Outcomes			
Course/Workshop outlines included:	[ ] Yes [ ] No		
Resources available to implement the program			
If an academic transfer program check one or both of the following:	[ ] Meets articulation agreement requirements. List or attach 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.		
Describe the proposed program's impact on other programs of the COM-FSM system:			
Decision:	**[ ] Approved** **[ ] Not approved**		
Comments:			

Division chair signature:	Date:
Chairperson CAC signature:	Date:
VPIA COM-FSM signature:	Date
President COM-FSM signature	Date:

Example not available

College of Micronesia-FSM **Program Implementation Proposal**

Program name:	**Division:**	**Initiator:**	**Starting Date:**
Program Description:			
Program Mission:			
Program Goals:			
Program Student Learning Outcomes:			
Schedule of courses:			
Implementation Procedure:			
Course and/or workshop descriptions attached:	[ ] Yes [ ] No		
Staffing needs:			
Resources available to implement the program:	(Attach budget for years 1, 2, and 3)		
Decision:	**[ ] Approved** **[ ] Not approved**		
Comments:			

Division chair signature:	Date:
Chairperson CAC signature:	Date:
VPIA COM-FSM signature:	Date
President COM-FSM signature	Date:

An example of filled-out Application for Program Implementation Form appears on the following page.

Sample Program Implementation Proposal

PHTP, the Public Health Training Program at COM - FSM
Academic and administrative details [as in a "Business Plan"]
to expedite its inception in January 2009.
[draft of 12 August 2008]

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1. Executive Summary
2. Program Description as responding to a Micronesian need
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4. Comparative Analysis of the Strategies
5. Implementation Plan and Timetable Details
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8. Financial Analysis
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    - 9.1 Plan A
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    - 9.5 Financial and Manpower Resources Requirements
    - 9.6 Student Academic Assessment details

1. Executive Summary

The COM – FSM approved "Public Health Training Program - PHTP", a multiple-entry and – exit step-ladder educational device, is aimed at filling a recognized [PIHOA; WHO; et al.] need for the curbing of Micronesia's" twin disparities affecting its Public Health workforce.

More than one delivery strategy is proposed, with a strong preference for a combination [Plans A and B] of actions that will assure near simultaneous delivery at "central" and States levels of the Courses, with a marked "quality assurance" strategy built in it.

The program can readily start in the Spring Semester of 2009 [January 2009], as Course Outlines, Syllabuses, Materials and Textbooks are ready, and the prospective Teaching Faculty is in place. A *participatory management* style will assure harmony and progress in the Program.

Strong emphasis is placed upon the **evaluation** components of PHTP, from individual student assessment to the overall evaluation of the Program.

Financially, the proposed combined delivery [Plans A and B], requires an input of about $ 100 000for Years One and Two [2009 and 2010], and of $ 20 000 for Years Three and Four [2011 and 2012], before becoming financially self-sufficient from Year Five [2013], and onwards.

The College's Leadership is confident that these costs could readily be met from COM-FSM's resources, even if the continued pursuit of external financial support would experience significant delays, thus assuring all PHTP enrolled students a consistent learning environment open to graduation.

2. Program Description as the response to a Micronesian need

2.1 Background, Rationale and justification for PHTP

Justification uses reliable sources to support the program – WHO, PIHOA, and previous training efforts in FSM.

The rationale and "needs assessment" for the education and training of existing and prospective workforce in the domain of Public Health in Micronesia have been documented elsewhere [ref. Sitaleki 'A. Finau, Gregory J. Dever, Giuseppe G. Cuboni: "A proposal for PIHOA: Community College Public Health training in and for Micronesia], a short abstract of which is hereby reproduced:

Quote:

"Twin Disparities in Health and Education"

In 2006 and for the decade 2006-2015, WHO has committed itself to addressing the issues related to human resource for health. On World Health Day, 7 April 2006, WHO released its World Health Report *"Working Together for Health"*, which will be its human resource strategy for the next decade, the human resources issues includes: health worker shortages (acute and chronic); under-training, disparities in the health worker skills mixes, mal-distribution, and adverse working conditions and inappropriate work incentives. These issues have supplanted the lack of resources for health as the number one health care services delivery problem in many areas. WHO underscores that the health workforce is the human

link between knowledge and action for health. The Western Pacific Regional Office of WHO (WPRO) released its Regional Strategy on Human Resources for Health in September 2006 at its meeting in New Zealand. The Ministers and Secretaries of Health of the FAS and other Pacific countries attended this. Although the WPRO report is a local roadmap, it is like the WHO World Health Report in addressing issues in human resources issues for health. As in the Institute of Medicine (IOM) Report, the development of primary care programs must be done with promoting education and training of the health care workforce, that human link between knowledge for health and action for health.

In August 2006 the Pacific Island Health Officers Association (PIHOA), which formally represents the Ministers, Secretaries, and Directors of Health of the USAPI met on Nahlap Island in Pohnpei State. They participated in a "Human Resources for Health" workshop with the assistance of a WHO/WPRO Specialist. The outcome of this Workshop, titled "*Working Together for Health – How can we help ourselves?*", included a formal PIHOA resolution on issues related to human resources for health. These resolutions mirrored the theme of the 2006 World Health Report and addressed the following:

- PIHOA acknowledged that there was a regional shortage of students academically prepared to enter all levels of the health profession trainings and that many of the current health workforce were under-trained in their respective disciplines;
- PIHOA recognized that there was a shortage of qualified nurses in the region at all levels, and there was the need for ongoing training for clinical, public health, oral health, and psychiatric nurses;
- PIHOA observed that the primary and secondary school systems need strengthening in English, Study Skills, Mathematics, and Science and further observed there were too few educational career ladder and bridging training programs that provide in-country health workforce training;
- PIHOA pointed out that management training for the health workforce had been identified as a priority need for Nursing, Public Health, and Health Services Administration;
- PIHOA recommended that the following critical issues related to human resource for be strengthened or developed:
    - *the educational pipeline to health professional training;*
    - *career ladder and bridging training for the current health workforce;*
    - *management training;*
    - *overall health human resources planning; and*
    - *Partnerships with local educational institutions for higher learning for delivery of the needed accredited curricula.*

Through the Nahlap Human Resource for Health Action Plan, PIHOA has committed itself to addressing and focusing on these five critical regional health workforce challenges. The twin disparities of health workforce shortages and under-training are implicit or implied in the initial IOM Report, Federated States of Micronesia's Health Sector Strategic Plan, the 2006 World Health Report, the WHO / WPRO Regional Action Plan and in PIHOA's Nahlap Resolution. Human resources for health is one of the PIHOA priorities as outlined in its 2005 to 2009 Strategic Plan. The clear collective message is that without the appropriate development of the health workforce the primary care agenda will stall.

Training Medical Officers and Lessons Learned in the Process

From 1987 through 1996, JABSOM conducted the Pacific Basin Medical Officer Training Program (PBMOTP) in Pohnpei State, Federated States of Micronesia. The purpose of this HRSA-funded emergency physician-training program was to as quickly as possible re-establish the indigenous physician workforce for the FAS countries and to a lesser extent American Samoa. Over its 11-year history, the PBMOTP trained 70 physicians, of which 64 are still working in the FAS countries and American Samoa (4 died, and one resigned and is doing further training in Hawaii). In the IOM Report, the PBMOTP got high marks for its efforts. **However, one of the IOM recommendations was that any future such training program should be linked to local educational institutions**. **PIHOA** in its recent resolution in the Nahlap Human Resources for Health Action Plan **similarly endorsed the** development of **partnerships with local educational institutions** for delivery and accreditation of needed credible training programs.

Proposed Public Health Training in and for Micronesia

This proposal constitutes an academic response to the public health situation in Micronesia's Freely Associated States (FAS). There has been an expressed and unmet need for: performance review; re-licensure; and the development of human resources for health at all levels and categories in Micronesia for sometime. There has been a demand for:

- Public Health workers to be trained in local institutions with an accredited qualification, preferably at the tertiary level;
- The development of human resources for health to be institutionalized locally in a career track process with incremental and additive life-long learning as the fundamental academic philosophy and structure;
- Academically combining public health practice and continuing education into a seamless articulation with other accredited academic programs and qualifications from credible public health training institutions in the Pacific and Pacific Rim countries;
- The generic aim of public health training and practice to be aimed at: a) decrease vulnerability; and b) increase the resilience of communities to the adverse external and internal forces of socioeconomic transformations, migration, demographic changes, globalization, natural disasters and other related societal developments.

The following human resources for health development response to the Public Health needs in Micronesia has taken into account the current academic and educational realities of the region and in addition, takes an approach incorporating the need to:

- Urgently train or re-train the current public health workers and be cognizant of the concurrent need for replacement and succession of an aging and mobile workforce.
- Provide bridging teaching and learning opportunities for professional public health practitioners.
- Identify gaps and address these in the health professional training, through the improvement of the educational pipeline.
- Additively build professionalism, self-esteem and enthusiasm of public health workers;

- Encourage the rational performance review and the development of the public health infrastructure through professional licensure, establishment of criteria for promotion, and improved remuneration and incentives that are linked to professional efficiency, efficacy, effectiveness and equity.
- All public health workers to have a healing capability primary health care and not be perceived just as "health police", e.g. basic life support, first aid and traditional medicine treatments.
- The community to be able to access afford and accept available services.

This proposed **academic program** is to build on a bridging approach, starting from practice and moving with conceptual development and towards a sophisticated theoretical framework and the understanding of the special attributes of Micronesia and at being Micronesian. The academic approach will enable the public health practitioners to develop practically. At the same time, they develop ample intellectual agility to be innovative; and deal with the ever changing physical, social and political environments of public health practice, It is planned that these will be done while simultaneously and appropriately fulfilling the service commitments and demands of their current daily workloads; the need for continuing education and re-licensure; and the expectations of cultural and societal obligations to their families, communities and societies.
This adaptability is important and essential for the Pacific public health workers who are expected to have multiple responsibilities at all levels of health practice and in diverse locations, ethnic and socio-political environments in the Micronesian jurisdictions.

The Vision and Mission of this Public Health Training Programme

The Vision is to: *Make public health practice in Micronesia everybody's business.*

The Mission is to:

- Support and improve socio-economic development;
- Improve health of Micronesians and their descendants, through the provision of research-driven education, health training and practice, and through appropriate, dynamic, effective and efficacious strategies for human resources development of Micronesia's public health practitioners who shall value and favour all that is Micronesian." **unquote**

2.2 This Program, hereinafter referred to as PHTP, consists of:

- A standard COM – FSM **Associate of Science** degree academic program of two years, the first leading to an **Advanced Certificate of Achievement in Public Health [ACAPH; 31 credits],** and the second awarding the **Associate of Science Degree in Public Health [ASDPH; 34 credits];**
- An "Induction to College and Public Health Learning" study period, leading to a **Certificate of Achievement in Basic Public Health [CABPH; 35 credits];**
- A "Public Health Specialization" study period, leading to a **Third Year Certificate of Achievement as Specialist in Public Health [SPH] <u>or</u> as Public health Specialist in one of 5 P.H. Disciplines [PHS…], each requiring 30 credits.**
- A multiple-entry and multiple-exit approach, in that students with suitable qualifications or adequate cross-creditable prior academic work may enroll into PHTP at steps other than the

beginning one; and also in that students may progress through the Program at their own pace and be awarded a tertiary qualification, upon leaving PHTP, based on their accomplishments in the Program.

In its original conception, PHTP will be delivered at the COM – FSM National Campus, in Palikir, and at each of the 4 State Campuses: Chuuk, Kosrae, Pohnpei and Yap.
Moreover, PHTP will be offered in all 4 States to the currently serving Health workforce, and eventual interested adult candidates, after their normal work hours.
As COM – FSM moves into **distance learning,** PHTP will likewise be available in such mode.

3. Academic Delivery Strategies

Proposal offers several options for delivery along with an analysis of each of the strategies.

As PHTP may be viewed as a relatively "new" learning area at COM – FSM, due credit being acknowledged of the achievements of HCOP, the Health Career Opportunities Program, more than one delivery strategy can be considered: three strategies are proposed here, as **Plan A**, **Plan B**, and **Plan C.**

Detailed descriptions are shown in the respective Annexes; the main elements can be summarized as:

- "Centralized delivery" [Plan A], in which Courses are offered at the COM – FSM National Campus during daytime, and at the Pohnpei State Hospital or Division of Health Services in the evening and week-end;
- "Extension delivery" [Plan C], in which Courses are offered at each of the COM – FSM State Campuses during daytime, and at each of the State Hospitals or Divisions of Health Services;
- "Inducted country-wide delivery" [Plan B], in which Courses are offered to prospective COM – FSM Instructors at State Campuses, prior to their teaching those Courses, as in Plan C.

The designated PHTP Coordinator, who also compiled this document, **firmly advocates a delivery strategy that combines Plans A and B**

4. Comparative Analysis of the Strategies

Academically, the combination of Plans A and B offers these advantages, over other ones:

- Greater uniformity, across campuses, of delivery and assessment of PHTP Courses;
- Phased delivery of Courses in all 4 States, coupled with monitored "induction" of prospective COM – FSM Instructors in the "new" field of Public Health;
- Balanced learning outcomes, across Campuses.

Administratively and financially, the combination of Plans A and B offers, over other ones, these advantages:

- Monitoring of learning, which occurs simultaneously across Campuses, is eased;
- Procurement and distribution of Course materials is likewise simplified.

But that combination also has some financial implications, when compared to the combination of Plans A and C, for example:

- It becomes "self-supporting" financially only in Year Five [2013];
- The expected shortfall [costs less income]of Years One [2009, $101 437.54], Two [2010, $88 740.14], Three [2011, $24 375.54] and Four [2012, $13 795.74] is due to travel and DSA requirements for the phased induction of prospective Instructors, and Courses offerings throughout the COM – FSM system.

This, however, may well be viewed as yet another example illustrating the saying that "quality comes at a price".

5. Implementation Plan and Timetable Details

Implementation plan is detailed and covers a period of five years.

Year One [2009]:

- Two full-time, Public Health - proficient Teachers will assure delivery of the CABPH "core" Courses at the COM – FSM National Campus [daytime] in Palikir and the Pohnpei State Hospital / Division of Health Services [evenings-weekends];
- One of them will also effect the "Public Health Induction" of the COM – FSM prospective Instructors, possibly at the COM – FSM Campus in Kosrae;
- Three "inducted" Instructors will deliver the CABPH "core" Courses at the COM – FSM State Campuses and the State Hospitals / Divisions of Health Services in Chuuk, Kosrae and Yap;
- COM – FSM Faculty will provide tuition in the GE [General Education} Courses that are part of the PHTP Curriculum, at no or marginal added financial costs to the College.

Years Two and onwards [2010 and on]:

- An additional part-time Instructor will contribute to the delivery by the two full-time, Public Health - proficient Teachers, of the ACAPH "core" Courses at the COM – FSM National Campus in Palikir and the Pohnpei State Hospital / Division of Health Services;
- One of them will also effect the "Public Health Induction" of the COM – FSM prospective Instructors, for 3 of the 6 ACAPH – "core" PHTP Courses;
- The three "inducted" Instructors will deliver 3 of the 6 ACAPH – "core" PHTP Courses; at the COM – FSM State Campuses and the State Hospitals / Divisions of Health Services in Chuuk, Kosrae and Yap;

- It is envisaged that a full complement of 12 full-time COM – FSM Instructors will be required, from Year Four [2012] onwards, to assure the consistent, harmonic delivery of all PHTP Courses at all Campuses and Hospitals / Divisions of Health Services;
- The Year One [2009] "start-up" Faculty [2 + 3 full-time] will need an addition of 3 full-time and 1 part-time Faculty in Year Two [2010], who then will become 9 full-time Faculty in Year Three [2011, with completion of the Faculty requirements in Year Four [2012], by the addition of 3 full-time Faculty.

6. Operations and Management Details

In accordance with the prevailing COM – FSM norms, all PHTP students will sit the COM Entrance Test [COMET], and be "placed" at the appropriate Program's level.
Students who have earned academic qualifications or Course credits elsewhere will be given consideration for the eventual cross-crediting of earlier academic achievements.
It is envisaged that a PHTP Faculty Committee would normally convene and review progress of the Program as a whole as well as that of individual students, and propose appropriate actions to overcome problems or obstacles, in keeping with the tenets of **participatory management.**
Responsibility for Course delivery and management will be assigned to individual Faculty Members, who would in turn keep all Faculty Colleagues and the PHTP Coordinator well informed of progress and eventual problems.
The program can readily start in the Spring Semester of 2009 [January 2009], as Course Outlines, Syllabuses, Materials and Textbooks are ready, and the prospective Teaching Faculty is in place.

7. Evaluation of the Program

It is proposed that evaluation of PHTP progress, achievements and eventual shortfalls will be carried out at several levels and under different modalities and timeframes.

Evaluation outlines both course level assessment and program level assessment.

7.1 Student Academic Assessment
Both Formative and Summative Assessments will be undertaken in each of the Program's Courses, as detailed hereunder and in Annex 9.6.

Formative Assessment

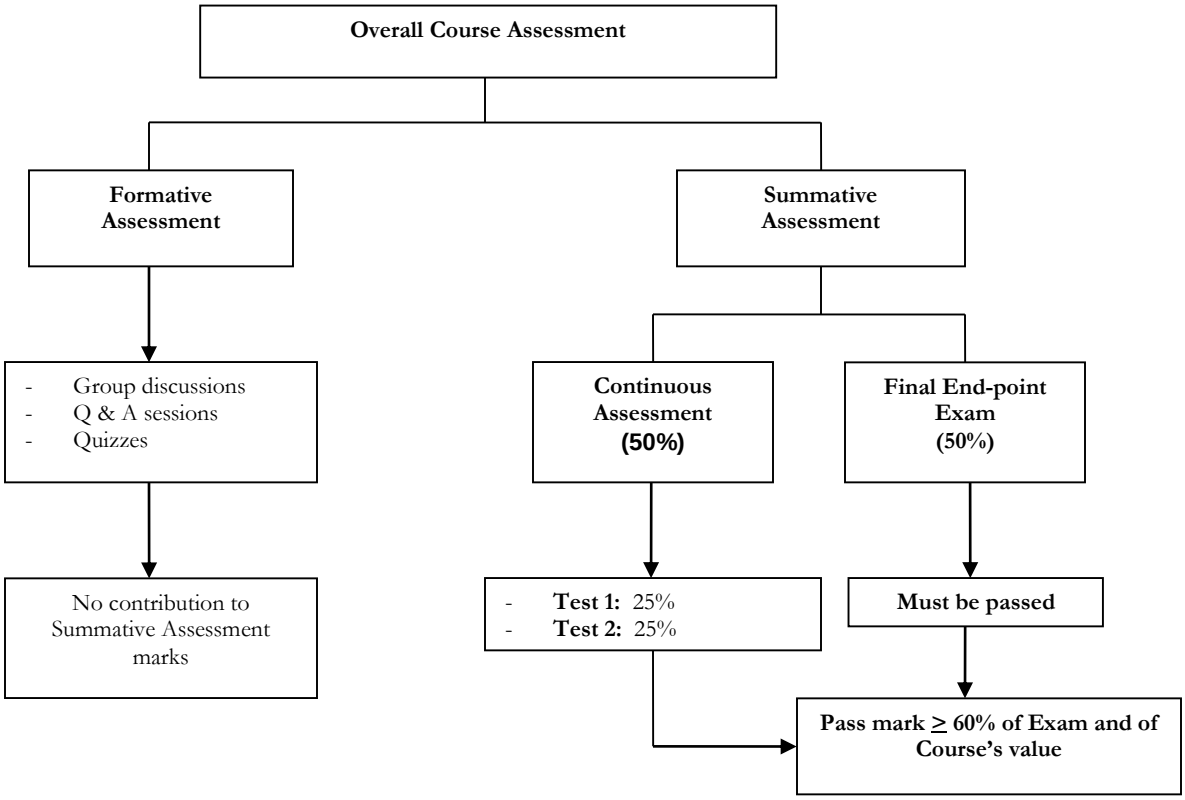
Formative Assessment is useful to students and Faculty, both.
It helps students to monitor how well they do progress in the Course and to identify areas or topics that require greater effort or attention.
And it also provides Faculty with an understanding of what students know (and don't know) in order to adapt teaching and learning to meet students' needs, while the Course is still in progress.
Formative Assessment can consist of group discussions, presentations, written essays, portfolios, question and answer sessions, trial examination papers and tests, done intermittently throughout the Course. These activities are not graded and therefore do not contribute to the overall Course Assessment.

Summative Assessment

The goal of Summative Assessment is to measure achievement of students' knowledge and skills acquisition with respect to the intended learning outcomes of the Course.

Summative Assessments is divided into Continuous Assessment (tests, assignments, projects that are done during the Course) and the formal written Examination at the end of the Course. Summative Assessment measures student performance and is directly linked with decisions about progress, award, pass or failure.

Figure 1: Outline of the Overall Academic Assessment for PHTP Courses



7.2 Appraisal of the Instructor and of the Course Materials

Standard COM – FSM formats for the appraisal by students of the teaching and facilitating efforts of the Instructor as well as the suitability of the Course materials will be distributed and retrieved, following existing protocols.

Moreover, based on self-appraisal by Faculty members, peer review of accomplishments and appraisals will be carried out at the end of each Semester.

These actions will also take into consideration workload and Class size factors, in addition to students' progress in the Program's Curriculum.

7.3 Overall Evaluation of the Program

The periodic monitoring of progress will be based on the six-monthly or yearly collegial review by the PHTP Faculty of all available data relevant to management, of both academic and personnel performance types.

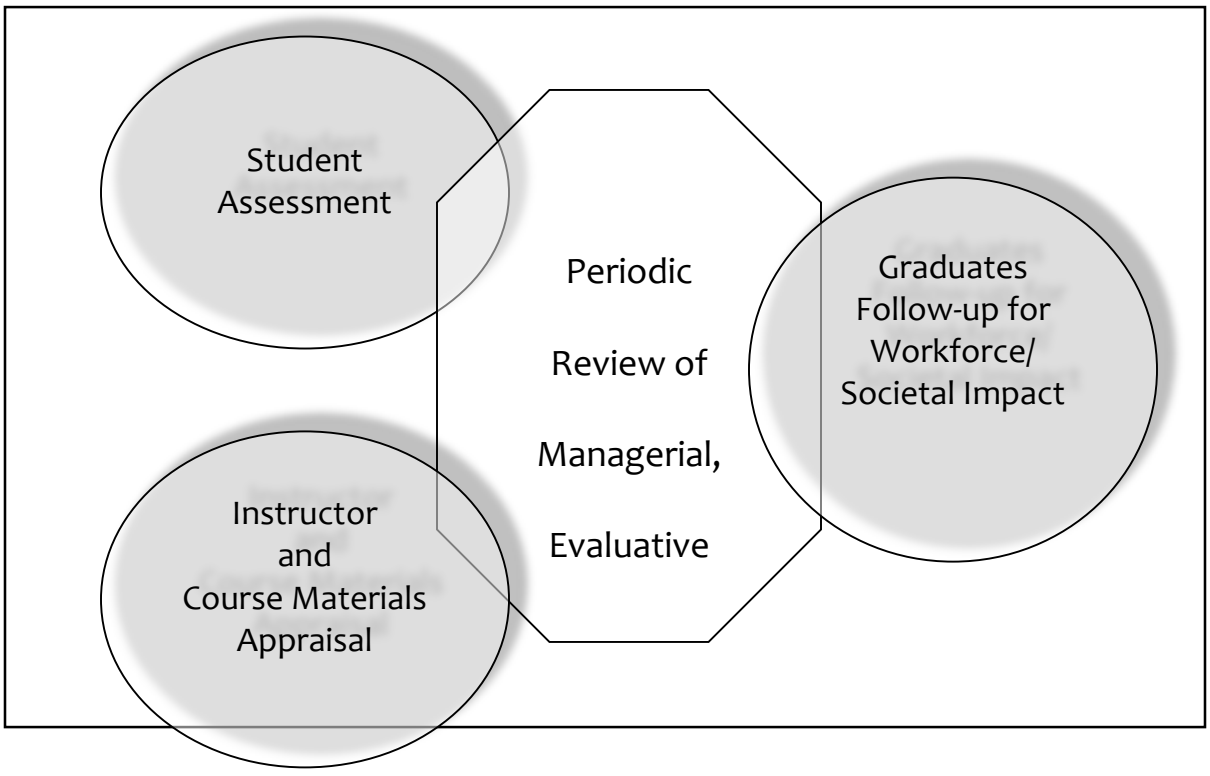
Indeed the impact of PHTP as a workplace-targeted academic instrument may best be appraised by a systematic follow-up, over time, of the job selection and performance of Program students, once they graduate.

The follow-up into work life of graduated students is among the evaluation tools that COM – FSM has considered for implementation, and, as such, PHTP will fall into the prevailing pattern.

However, and in addition to the above, it will be also quite feasible to obtain "first hand" impressions as most of the PHTP graduates will in all likelihood be employed by public or private Public Health-practicing Institutions or Agencies, the Staff of which will frequently participate [Adjunct Faculty; Guest Lecturers; Project Supervisors; etc.] in the education effort of the Program.

While modalities will be fine-tuned with the Program's progress, it is envisaged that such Overall Evaluation exercises will be carried out yearly, following the first graduation.

Figure 2: Overall Assessment of the Public Health Training Program



8. Financial Analysis

The specific table, in the Annexes, detailing financial characteristics of PHTP has been constructed with these elements in mind:

- **Costs:** these include Teaching Staff salaries and other emoluments; travel and DSA [Daily Subsistence Allowances], where warranted; all are priced at current rates [2008]; and an element of contingencies / consumables.

- **Revenues:** the main factor in this respect is the tuition fees from students, computed as $ 95.00 per credit, multiplied by 3 credits per Course, and by 10, as the minimum number of students that would make the offering of a Course, and indeed of the entire program, a worthwhile effort.

- **Shortfalls or net-income:** these quantities were determined by the arithmetic subtraction of the estimated **costs** from the expected **revenues**: Annex 9.5 displays the relevant details, also showing at which point in time PHTP may well become a budgetary asset to COM – FSM [Year Five, 2013], for the proposed **combined delivery strategy** [Plans A and B].

9. **Annexes:** they appear, in the following pages, in this order:

9.1 Plan A

9.2 Plan B

9.3 Plan C

9.4 [9.4.1 to 9.4.6] Timetables and schedules of Courses, 2009 - 2014

9.5 Financial and Manpower Resources Requirements

9.6 Student Academic Assessment details

Annex 9.1 - PH Courses offering schedule for Palikir and Pohnpei Campuses - Plan A			[12 August 08]
	Palikir and Pohnpei [PNI] PHTP Instructors' teaching loads	**Resources required at each Campus [Palikir - Pohnpei]**	**Cumulatively, these 2 Campuses**
2009	Deliver PH 041 - PH 051 - PH 052 [3 Courses] on National Campus [Palikir], during daytime; and also [3 Courses] on the Pohnpei Campus, or at the Hospital / Division of Health Services, evenings. **In total = 6 Courses.**	Faculty, for both Campuses: 2, full-time; salaries: for the Coordinator / Teacher = 8 months x USD 4 000 [flat rate] = USD 32 000.00 **[see note A]**. for the Teacher = 10 months x USD 3 000 [flat rate] = USD 30 000 **[see note B]** Consumables/ Contingencies = USD 1 000.	Faculty, for both Campuses = 2, full-time; salaries = USD 62 000.00 **[see notes A & B]**. Consumables/Comtingencies = USD 2 000.00. **Total = USD 64 000.00**
		expected tuition revenues > > >	*at least = USD 17 100.*
		expected shortfall > > >	*about = USD 46 900.*
2010	Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 [9 Courses] on National Campus [Palikir], during daytime; and also [9 Courses] on the Pohnpei Campus, or at the Hospital / Division of Health Services, evenings. **In total = 18 Courses.**	Faculty, for both Campuses: 2, full-time and 1 part-time; salaries = 2 full-time [4 000 + 3 000] x 12 months = USD 84 000; 1 part-time, for 15 credits [3 x 5 Courses] x USD 420.10 = USD 6 301.50. Consumables/ Contingencies = USD 1 000.	Faculty, for both Campuses: 2, full-time and 1 part-time; salaries = 2 full-time [4 000 + 3 000] x 12 months = USD 84 000; 1 part-time, for 15 credits x USD 420.10 = USD 6 301.50. Consumables/ Contingencies = USD 2 000. **Total = USD 92 301.50**
		expected tuition revenues > > >	*at least = USD 51 300.*
		expected shortfall > > >	*about = USD 43 522.10.*
2011	Deliver **all 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251 [15 Courses] on National Campus [Palikir], during daytime; and also [15 Courses] on the Pohnpei Campus, or at the Hospital / Division of Health Services, evenings. **In total = 30 Courses.**	Faculty, for both Campuses: 3, full-time; salaries = 2 full-time ["flat rate"] x 12 months = USD 84 000; 1 full-time = USD 16 094. Consumables/ Contingencies = USD 1 000.	Faculty, for both Campuses: 3, full-time; salaries = 2 full-time["flat rate"] x 12 months = USD 84 000; 1 full-time = USD 16 094.00. Consumables/ Contingencies = USD 2 000. **Total = USD 102 094.00**
		expected tuition revenues > > >	*at least = USD 85 500.*
		expected shortfall > > >	*about = USD 16 594.00.*
Assumptions:			
1	Each COM-FSM National Instructor would teach the PHTP Courses assigned to him / her **both on National Campus in Palikir [daytime], and at the Pohnpei Campus of COM-FSM or at the Hospital / Division of Health Services [evenings].** Their expected "load" would not exceed 5 Courses / Semester, or 10 Courses / year, each.		
2	At least 10 students, each paying a tuition fee of USD 95 x 3 credits, would attend each Class, for a total of USD 2 850 / Course.		
3	The students enrolled into PHTP would also need to take 18 COM-FSM existing Courses, as per approved Curriculum [GE Courses and HATP Courses], thus bringing added revenue at no or marginal added cost.		
Notes:			
A	The PHTP Coordinator / Teacher is currently supported [Palau AHEC] until 30 April 2009. Thereafter, a "flat rate, after tax" of USD 4 000/ month is proposed.		
B	The PHTP Teacher is currently supported [Palau AHEC] until 28 February 2009. Thereafter, a "flat rate, after tax" of USD 3 000/ month is proposed.		

Annex 9.2 - PH Courses offering schedule for Chuuk, Kosrae and Yap Campuses [with Palikir support] - Plan B			[12 August 08]
	Chuuk [TKK] - Kosrae [KSA] - and Yap [YAP] PHTP Instructors' teaching loads and public Health "induction"	**Resources required at each Campus [Chuuk - Kosrae - Yap]**	**Cumulatively, these 3 Campuses**
2009	A. Become familiar with the PHTP Courses and Program structure; B. Take the PHTP Courses offered in KSA: PH 041 - PH 051 - PH 052; C. Deliver PH 041 - PH 051 - PH 052 on Campus, and also at the State Hospital / Health Services Division. **in total = 6 Courses in each State = 18 Courses.**	Faculty: 1, full-time; salary: USD 16 094.00. Travel, airfares to KSA [in USD] = 1 764.53/ ex YAP; 920.85/ ex TKK; 459.90/ ex PNI; x 3 States = USD 3 145.28/ Course. DSA / per diem: USD 119 x 30 days x 3 Courses = USD 10 710. Consumables/ Contingencies = USD 1 000.	Faculty = 3, full-time; salaries: USD 48 282.00. Travel = USD 9 435.84. DSA / per diem = USD 32 130. Consumables/Contingencies = USD 3 000.00. **Total = USD 92 847.84.**
	National Senior Faculty Member to deliver PH 041 - PH 051 - PH 052 in KSA, possibly in Feb. - Apr. - Sep., 2009 [Public Health "induction"]		Travel, airfares to KSA=USD 459.90 x 3 Courses = USD 1 379.70 DSA / Per diem=USD 119 x 30 days x 3 Courses = USD 10 710.00 Incentive in KSA and overload in Palikir, USD 100/ credit x 9 credits = USD 900. **Total = 12 989.70**
		expected tuition revenues > > >	*at least = USD 51 300.*
		expected shortfall > > >	*about = USD 54 537.54.*
2010	A. Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 151 [6 Courses] on Campus, during daytime, and also [6 Courses] at the State Hospital / Division of Health Services, evenings; B. Take the PHTP Courses offered in KSA: PH 111 - PH 112 - PH 151; **in total = 12 courses in each State = 36 Courses.**	Faculty: 2, full-time; salaries: USD 16 094.00 x 2= USD 32 188.00. Travel, airfares to KSA = USD 3 145.28/ Course [see above]. DSA / per diem = USD 10 710 [see above]. Consumables/ Contingencies = USD 1 000.	Faculty = 6, full-time; salaries = USD 96 564.00. Travel = USD 9 435.84. DSA / per diem = USD 32 130.00. Consumables/Contingencies = USD 3 000.00. **Total = USD 141 129.84.**
	National Senior Faculty Member to deliver PH 111 - PH 112 - PH 151 in KSA, possibly in Feb. - Apr. - Sep., 2010 [Public Health "induction"]		Travel, airfares to KSA=USD 459.90 x 3 Courses = USD 1 379.70 DSA / Per diem=USD 119 x 30 days x 3 Courses = USD 10 710.00 Incentive in KSA and overload in Palikir, USD 100/ credit x 9 credits = USD 900. **Total = 12 989.70**
		expected tuition revenues > > >	*at least = USD 102 600.*
		expected shortfall > > >	*about = USD 51 519.54.*

2012	A. Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 251 [12 Courses] on Campus, daytime, and also [12 Courses] at the State Hospital / Division of Health Services, evenings; B. Take the PHTP Courses offered in KSA: PH 211 - PH 212 - PH 251; **in total = 24 Courses in each State = 72 Courses.**	Faculty: 3, full-time; salaries = USD 16 094.00 x 3= USD 48 282.00. Travel, airfares to KSA = USD 3 145.28/ Course [see above] DSA / per diem = USD 10 710 [see above]. Consumables/ Contingencies = USD 1 000.	Faculty = 9, full-time; salaries = USD 144 846.00. Travel = USD 9 435.84. DSA / per diem = USD 32 130. Consumables/Comtingencies = USD 3 000.00. **Total = USD 189 411.84**
	National Senior Faculty Member to deliver PH 211 - PH 212 - PH 251 in KSA, possibly in Feb. - Apr. - Sep., 2012 [Public Health "induction"]		Travel, airfares to KSA=USD 459.90 x 3 Courses = USD 1 379.70 DSA / Per diem=USD 119 x 30 days x 3 Courses = USD 10 710.00 Incentive in KSA and overload in Palikir, USD 100/ credit x 9 credits = USD 900. **Total = 12 989.70**
		expected tuition revenues > > >	*at least = USD 205 200.*
		expected net income > > >	*about = USD 2 798.46.*
2013	A. Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221- PH 231 - PH 241 - PH 251 [15 Courses] on Campus, daytime, and also [15 Courses] at the State Hospital / Division of Health Services, evenings; B. Take the PHTP Courses offered in KSA: PH 221 - PH 231 - PH 241; **in total = 30 Courses in each State = 90 Courses.**	Faculty: 3, full-time; salaries = USD 16 094.00 x 3= USD 48 282.00. Travel, airfares to KSA = USD 3 145.28/ Course [see above]. DSA / per diem = USD 10 710 [see above]. Consumables/ Contingencies = USD 1 000.	Faculty = 9, full-time; salaries = USD 144 846.00. Travel = USD 3 145.28. DSA / per diem = USD 10 710 Consumables/Comtingencies = USD 3 000.00. **Total = USD 189 411.84.**
	National Senior Faculty Member to deliver PH 221 - PH 231 - PH 241 in KSA, possibly in Feb. - Apr. - Sep., 2013 [Public Health "induction"]		Travel, airfares to KSA=USD 459.90 x 3 Courses = USD 1 379.70 DSA / Per diem=USD 119 x 30 days x 3 Courses = USD 10 710.00 **Total = 12 089.70**
		expected tuition revenues > > >	*at least = USD 256 500.*
		expected net income > > >	*about = USD 54 098.46.*
2014	Deliver **all 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251 [15 Courses] on Campus, daytime, and also [15 Courses] at the State Hospital / Division of Health Services, evenings; **in total = 30 Courses in each State = 90 Courses.**	Faculty: 3, full-time; salary = USD 16 094.00 x 3= USD 48 282.00. Consumables/ Contingencies = USD 1 000.	Faculty = 9, full-time; salaries = USD 144 846.00. Consumables/Comtingencies = USD 3 000.00. **Total = USD 147 846.00**
		expected tuition revenues > > >	*at least = USD 256 500.*
		expected net income > > >	*about = USD 95 664.30.*

Assumptions:			
1	Prospective PHTP Instructors should be themselves "inducted", by attending Classes offered in Kosrae, where a Senior PHTP Instructor will teach each Course in the "4 weeks, compacted" mode, to a combined Class of high school leavers, Kosrae Health Services Staff currently employed, and the COM-FSM part-time prospective Instructors from each Campus.		
2	Each COM-FSM Instructor would teach up to 5 PHTP Courses assigned to him / her for each Semester, both on Campus and at the State Hospital / Division of Health Services.		
3	The State Campus COM-FSM Instructors for PHTP Courses would alternate as "trainees" at the Kosrae offerings of the Courses, one at each offering.		
4	At least 10 students, each paying a tuition fee of USD 95 x 3 credits, would attend each Class, for a total of USD 2 850 / Course.		
5	At least 6 Courses in 2009; 12 Courses in 2010; 18 Courses in 2011; 24 Courses in 2012; and 30 PHTP Courses would be delivered in 2013, and thereafter, at each COM - FSM Campus.		
6	The students enrolled into PHTP would also need to take 18 COM-FSM existing Courses, as per approved Curriculum [GE Courses and HATP Courses], thus bringing added revenue at no or marginal added cost.		

Annex 9.3 - PH Courses offering schedule for Chuuk, Kosrae and Yap Campuses - Plan C			[12 August 08]
	State Campuses PHTP Instructors' teaching loads	**Resources required at each State Campus [KSA - TKK - YAP]**	**Cumulatively, these 3 Campuses**
2009	Deliver PH 041 - PH 051 - PH 052 [3 Courses] on Campus, during daytime; and also [3 Courses] at the State Hospital / Division of Health Services, evenings. **In total = 6 Courses in each State = 18 Courses.**	Faculty, for each Campus: 1, full-time; salary: USD 16 094.00. Consumables/ Contingencies = USD 1 000.	Faculty, for the 3 Campuses = 3, full-time; salaries = USD 48 282.00. Consumables/Comtingencies = USD 3 000.00. **Total = USD 51 282.00**
		expected tuition revenues > > >	*at least = USD 51 300.*
		expected net income > > >	*about = USD 18.00.*
2010	Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 [9 Courses] on Campus, during daytime; and also [9 Courses] at the State Hospital / Division of Health Services, evenings. **In total = 18 Courses in each State = 54 Courses.**	Faculty, for each Campus: 2, full-time and 1 part-time; salaries: 2 full-time = USD 32 188.00; 1 part-time, for 6 credits [3 x 2 Courses] x USD 420.10/ credit = USD 2 520.60. Consumables/ Contingencies = USD 1 000.	Faculty, for the 3 Campuses: 6, full-time and 3 part-time; salaries: 6 full-time = USD 96 364.00; 3 part-time, for 6 credits[3 x 2 Courses] each x USD 420.10 = USD 7 561.80. Consumables/ Contingencies = USD 3 000. **Total = USD 106 925.80.**
		expected tuition revenues > > >	*at least = USD 153 900.*
		expected net income > > >	*about = USD 46 974.20.*
2011	Deliver **all 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251 [15 Courses] on Campus, during daytime; and also [15 Courses] at the State Hospital / Division of Health Services, evenings. **In total = 30 Courses in each State = 90 Courses.**	Faculty, for each Campus: 3, full-time; salaries: 3 full-time = USD 48 282.00; Consumables/ Contingencies = USD 1 000.	Faculty, for the 3 Campuses: 9, full-time; salaries: 9 full-time = USD 144 846.00; Consumables/ Contingencies = USD 3 000.00. **Total = USD 147 846.00.**
		expected tuition revenues > > >	*at least = USD 256 500.*
		expected net income > > >	*about = USD 108 654.00.*
Assumptions:			
1	Each full-time Instructor would teach the PHTP Courses assigned to him / her **both on State Campus [daytime], and at the State Hospital / Division of Health Services [evenings].** Their expected "load" would not exceed 5 Courses / Semester, or 10 Courses / year, each.		
2	At least 10 students, each paying a tuition fee of USD 95 x 3 credits, would attend each Class, for a total of USD 2 850 / Course.		
3	The students enrolled into PHTP would also need to take 18 COM-FSM existing Courses, as per approved Curriculum [GE Courses and HATP Courses], thus bringing added revenue at no or marginal added cost.		

Annex 9.4.1 - PHTP Courses schedule, all offerings, by year

[12 August 08]

year	National PHTP Teachers			KSA - PKK - YAP State Campuses PHTP Teachers
	Palikir Campus [daytime]	PNI Campus / H. Services [evenings]	KSA Campus [4 - week comptacted]	
2009	PH 041 - PH 051 - PH 052 **total = 3 Courses**	PH 041 - PH 051 - PH 052 **total = 3 Courses**	PH 041 - PH 051 - PH 052 **total = 3 Courses**	PH 041 - PH 051 - PH 052, delivered both on Campus and at the State Hospital / Health Services. **total = 3 Courses / each Campus.**
2010	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 **total = 9 Courses**	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 **total = 9 Courses**	PH 111 - PH 112 - PH 151 **total = 3 Courses**	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 151, delivered both on Campus and at the State Hospital / Health Services. **total = 6 Courses / each Campus.**
2011	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	PH 121 - PH 131 - PH 141 **total = 3 Courses**	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151, delivered both on Campus and at the State Hospital / Health Services. **In total = 9 Courses / each Campus.**
2012	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	PH 211 - PH 212 - PH 251 **total = 3 Courses.** **In**	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH211 - PH 212 - PH 251, delivered both on Campus and at the State Hospital / Health Services. **In total = 12 Courses / each Campus.**
2013	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	PH 221 - PH 231 - PH 241 **total = 3 Courses.** **In**	**All 15 PHTP Courses, at each Campus:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251, delivered both on Campus and at the State Hospital / Health Services. **In total = 30 Courses.**
2014	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.		**All 15 PHTP Courses, at each Campus:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251, delivered both on Campus and at the State Hospital / Health Services. **In total = 30 Courses.**

Assumptions:

1	Each COM-FSM National Instructor would teach the PHTP Courses assigned to him / her **both on National Campus in Palikir [daytime], and at the Pohnpei Campus of COM-FSM or at the Hospital / Division of Health Services [evenings].** Their expected "load" would not exceed 5 Courses / Semester, or 10 Courses / year, each.
2	Each State Campus Instructor would likewise teach the PHTP Courses assigned to him / her both on Campus [daytime], and at the State Hospital / Division of Health Services [evenings]. Their expected "load" would would not exceed 5 Courses / Semester, or 10 Courses / year, each.
3	At least 10 students, each paying a tuition fee of USD 95 x 3 credits, would attend each Class, for a total of USD 2 850 / Course.
4	The students enrolled into PHTP would also need to take 18 COM-FSM existing Courses, as per approved Curriculum [GE Courses and HATP Courses], thus bringing added revenue at no or marginal added cost.

Annex 9.4.2 Proposed 2009 Course Schedule - PHTP for Palikir and Pohnpei Campuses					
Courses to be offered at Palikir, daytime; and at the PNI Campus, evenings					12-Aug-08
CABPH Certificate of Achievement in Basic Public Health					
GE		ex "HATP"		PH	
Spring Semester					
Course	**Teacher**	**Course**	**Teacher**	**Course**	**Teacher**
ESL 079 Study skills	COM-FSM Palikir Faculty	PH 069 Dental Health	COM-FSM PNI Faculty	PH 052 Essential PH Functions	PHTP Teachers: mornings and evenings
ESL 089 Reading V	COM-FSM Palikir Faculty				
MS 099 Intermediate Algebra	COM-FSM Palikir Faculty				
Summer Session					
Course	**Teacher**	**Course**	**Teacher**	**Course**	**Teacher**
SC 094 Family Health	COM-FSM Palikir Faculty			PH 053 Practiticum Placement in a Public Health Service	Public Health Facility Supervisor
Fall Semester					
Course	**Teacher**	**Course**	**Teacher**	**Course**	**Teacher**
ESL 099 Writing V	COM-FSM Palikir Faculty	PH 049 Behavioural Health	COM-FSM PNI Faculty	PH 041 Community Education	PHTP Teachers: mornings and evenings
		PH 079 First Aid	COM-FSM PNI Faculty	PH 051 Introduction to Information Systems for Health Managers	PHTP Teachers: mornings and evenings

Annex 9.4.3 Proposed 2010 Course Schedule - PHTP for Palikir and Pohnpei Campuses			
Courses to be offered at Palikir, daytime; and at the PNI Campus, evenings			12-Aug-08
ACAPH Adbvanced Certificate of Achievement in Public Health			
GE		**PH**	
Spring Semester			
Course	**Teacher**	**Course**	**Teacher**
MS 109 Math for Public Health	COM-FSM Palikir Faculty or PHTP Faculty	PH 111 Introduction to Basic Epidemiology and Biostatistics	PHTP Teachers: mornings and evenings
		PH 121 Environmental Prevention and control of Disease	PHTP Teachers: mornings and evenings
CA 100 Introduction to Computing	COM-FSM Palikir Faculty	PH 151 Introduction to Pacific Health Care Systems and Traditional Medicine	PHTP Teachers: mornings and evenings
Summer Session			
Course	**Teacher**	**Course**	**Teacher**
ESS 100 Exercise Sport Science	COM-FSM Palikir Faculty	PH 131 Food and nutrition in the Life Cycle	PHTP Teachers: **evenings only**
Fall Semester			
Course	**Teacher**	**Course**	**Teacher**
EN 110 Advanced Reading	COM-FSM Palikir Faculty	PH 112 Introduction to Epi Info and Computing for Public Health	PHTP Teachers: mornings and evenings
EN 120a Expository Writing	COM-FSM Palikir Faculty	PH 131 Food and nutrition in the Life Cycle	PHTP Teachers: **mornings only**
		PH 141 Principles of Health Promotion	PHTP Teachers: mornings and evenings

Annex 9.4.4 Proposed 2011 Course Schedule - PHTP for Palikir and Pohnpei Campuses			
Courses to be offered at Palikir, daytime; and at the PNI Campus, evenings			12-Aug-08
ASDPH Associate of Science Degree in Public Health			
GE		**PH**	
Spring Semester			
Course	**Teacher**	**Course**	**Teacher**
EN 120a Expository Writing II	COM-FSM Palikir Faculty	PH 211 Introduction to Health Research, National Health Research Systems, Research Writing and Critical Appraisal of Health Literature	PHTP Teachers: mornings and evenings
SS 150 History of Micronesia	COM-FSM Palikir Faculty	PH 212 Surveillance, Identification and Management of an Outbreak	PHTP Teachers: mornings and evenings
		PH 221 Occupational Health and Safety	PHTP Teachers: mornings and evenings
Summer Session			
Course	**Teacher**	**Course**	**Teacher**
ESS/SC 200 Fundamentals of Wellness and Physical Fitness	COM-FSM Palikir Faculty	PH 241 Case Studies and Special Issues in Health Promotion	PHTP Teachers: mornings and evenings
Fall Semester			
Course	**Teacher**	**Course**	**Teacher**
HUMANITIES: any 3-credit Course [Art-Culture-History-Language-Music-Philosophy	COM-FSM Palikir Faculty	PH 231 Food, Nutrition and Lifestyle Diseases	PHTP Teachers: mornings and evenings
SC 117 Tropical Pacific Islands Environment	COM-FSM Palikir Faculty	PH 251 Management of Health Information Systems and Epidemiology	PHTP Teachers: mornings and evenings

Annex 9.5 - PHTP Resouces Requirements, by year

[12 August 08]

	year	Plan A	Plan B	Plan C	Plans A + B	Plans A + C	remarks
revenues	2009	17 100.00	51 300.00	51 300.00	68 400.00	68 400.00	based on: USD 95 x credit x Course x 10 students in each Class = USD 2 850 / Course
	2010	51 300.00	102 600.00	153 900.00	153 900.00	205 200.00	
	2011	85 500.00	153 900.00	256 500.00	239 400.00	342 000.00	
	2012	85 500.00	205 200.00	256 500.00	290 700.00	342 000.00	
	2013	85 500.00	256 500.00	256 500.00	342 000.00	342 000.00	
	2014	85 500.00	256 500.00	256 500.00	342 000.00	342 000.00	
costs	2009	64 000.00	105 837.54	51 282.00	169 837.54	115 282.00	salaries: see "Instructors", below
	2010	92 301.50	154 119.54	106 925.80	246 421.04	199 227.30	
	2011	102 094.20	161 681.34	147 846.00	263 775.54	249 940.20	travel and DSA: see individual **Plan** tables
	2012	102 094.20	202 401.54	147 846.00	304 495.74	249 940.20	
	2013	102 094.20	202 401.54	147 846.00	304 495.74	249 940.20	Consumables / Contingencies: USD 1 000 x Campus x year
	2014	102 094.20	160 837.70	147 846.00	262 931.90	249 940.20	
net income [shortfalls]	2009	(46 900.00)	(54 537.54)	**18.00**	(101 437.54)	(46 882.00)	
	2010	(41 001.50)	(51 519.54)	**46 974.20**	(92 521.04)	**5 972.70**	
	2011	(16 594.20)	(7 781.34)	**108 654.00**	(24 375.54)	**92 059.80**	
	2012	(16 594.20)	**2 798.46**	**108 654.00**	(13 795.74)	**92 059.80**	
	2013	(16 594.20)	**54 098.46**	**108 654.00**	**37 504.26**	**92 059.80**	
	2014	(16 594.20)	**95 662.30**	**108 654.00**	**79 068.10**	**92 059.80**	
Instructors	2009	2 full - time	3 full - time	3 full - time	5 full - time	5 full - time	2 full-time at "flat rate" = USD 84 000 / year; each "full-time" = USD 16 094 / year
	2010	2 full - and 1 part - time	6 full - time	6 full - and 3 part - time	8 full - and 1 part - time	8 full - and 4 part - time	
	2011	3 full - time	6 full - time	9 full - time	9 full - time	12 full - time	each part-time = USD 420.10 x 3 credits = USD 1 260.30 / Course
	2012	3 full - time	9 full - time	9 full - time	12 full - time	12 full - time	
	2013	3 full - time	9 full - time	9 full - time	12 full - time	12 full - time	
	2014	3 full - time	9 full - time	9 full - time	12 full - time	12 full - time	

Plan A = PHTP Courses are offered at the National COM-FSM Campus in Palikir, during daytime, and **also** at the Pohnpei Hospital / Division of Health Services in Kolonia, in the evenings.

Plan B = PHTP Courses are offered**, 3 Courses each year,** at the State COM-FSM Campus in Kosrae, in the "4 week - compacted" mode; thereafter, the PHTP Courses are offered at each State COM-FSM Campus during daytime, and **also** at each State Hospital / Division of Health Services in each State, in the evenings.

Plan C = PHTP Courses are offered at the 3 State COM-FSM Campuses in Chuuk, Kosrae and Yap, during daytime, and **also** at the 3 State Hospitals / Divisions of Health Services in each State, in the evenings.

Annex 9.6 – Student Academic Assessment Details

Formative Assessment

Formative Assessment is useful to students and faculty, both.

Students may receive their work back, in Formative Assessment, with comments, suggestions and, sometimes, a "formative mark": this helps students to monitor how well they do progress in the Course and to identify areas or topics that require greater effort or attention.

Formative Assessment provides Faculty with an understanding of what students know (and don't know) in order to adapt teaching and learning to meet students' needs, while the Course is still in progress.

Formative Assessment can consist of group discussions, presentations, written essays, portfolios, question and answer sessions, trial examination papers and tests. Whatever form they may take, Formative Assessment is done intermittently throughout the Course. These activities are not graded and therefore do not contribute to the overall Course Assessment. However, students are encouraged to take part in these activities for the purpose of self-evaluation, especially to gauge their own level of understanding and their progress. It is also an exercise to identify and iron out any "grey areas" with the Course Convener. (What is a "grey area"? Is it a subject, topic or specific joint about which a student is act completely clear or satisfied, and wished to receive some clarification or additional information).

Summative Assessment

The goal of Summative Assessment is to measure achievement or failure of students' knowledge and skills with respect to the intended learning outcomes of the Course.

Summative Assessments is divided into Continuous Assessment (tests, assignments, projects that are done during the Course) and the formal written Examination at the end of the Course. Summative Assessment measures student performance and is directly linked with decisions about progress, award, pass or failure. For each Course, Continuous Assessment and final Examination contribute, normally, by 50% each to the Summative Assessment, which is computed as 100% the value of each Course.

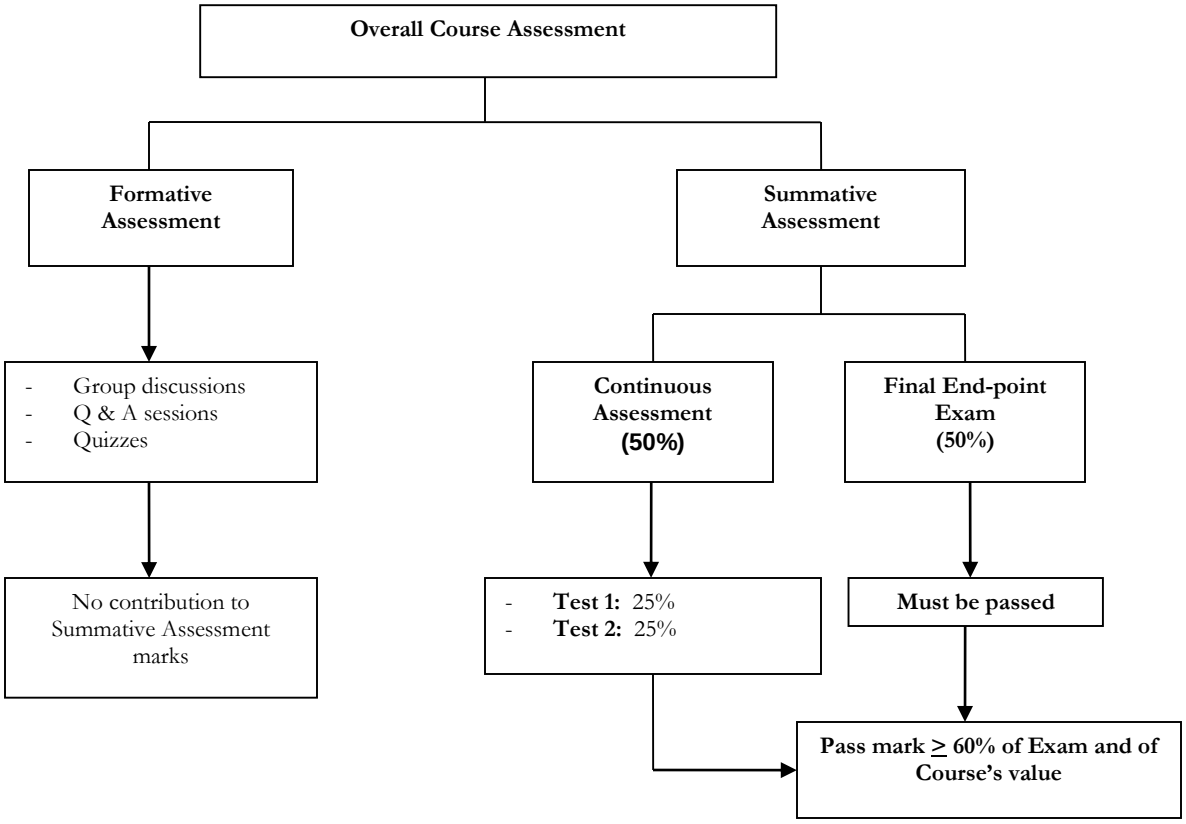
- Continuous Assessment: comprises, normally, two tests. Each test contributes to the Summative Assessment, as 25%.

- The final, end-point Exam paper: it is administered at the end of the Course. The Exam's value is 50% of the Course's Summative Assessment, and will focus on the all broader themes/ topics of the Course, and test the degree of integrated understanding that the student has gained in all the topics of the Course.

Both the Tests and the Exam are "closed books". Normally, 2 hours are allowed for each Test and 3 hours for the Exam.

IMPORTANT NOTE: for all PHTP Courses, the **Course passing mark is 60% of the total Summative Assessment value**, expressed as 100%; however, the **final Examination must also be passed.**

Figure 1: Outline of the Overall Assessment for PHTP Courses



A note: Plagiarism is defined, for the PHTP Courses, as submitting or presenting work in a Course as if it were the student's own work, done solely for that particular Course, when in fact it is not. Plagiarism may exist in the following forms:
The work submitted was done in part or whole by an individual other than the one submitting or present the work.
The whole work or parts of it are copied from another source without due reference.
A student submits, in one Course, work which has already been submitted in another Course, without prior arrangement with both Course Conveners.

GUIDING PRINCIPLES FOR THE MARKING OF COURSEWORK AND EXAMINATIONS

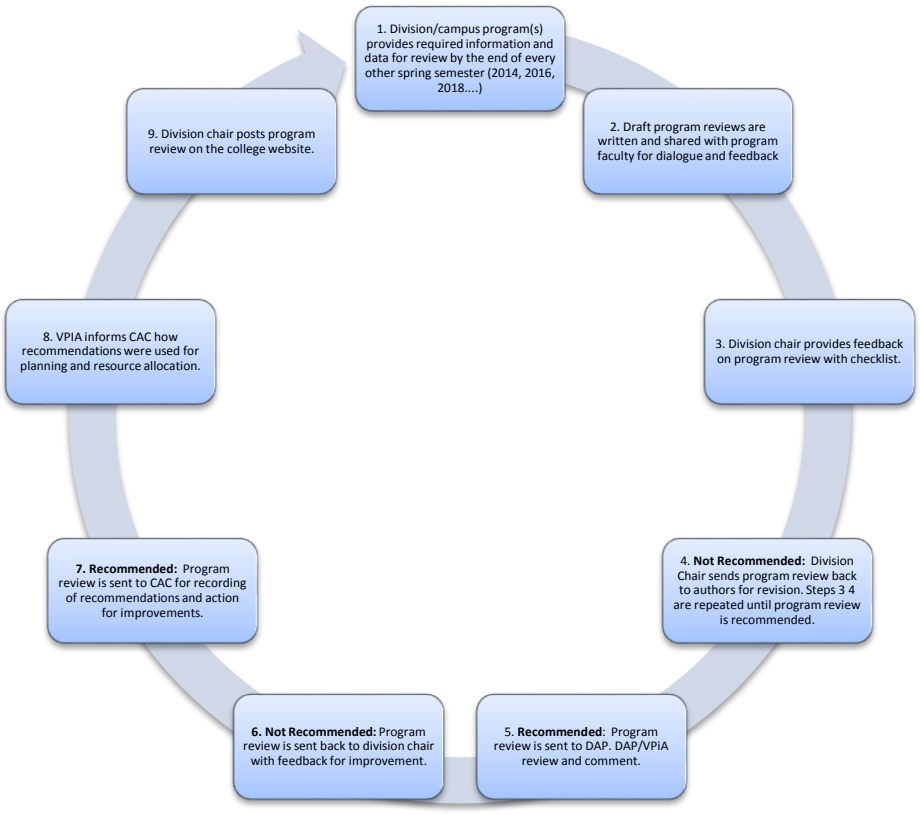
(INDICATIVE ONLY)

SCOPE of ESSAY and UNDERSTANDING of TOPIC	Unreflective personal comment, incoherent argument. Entirely copied. Complete misinterpretation of topic. Major presentation flaws.	Topic not fully covered. Discussion too brief. Poor use of quotations, with little explanation.	A reasonably balanced summary of the issues as reflected in the study materials. Some explanation, illustration, and support are provided from the literature.	Comprehensive exploration of topic with sound critical comments and a personal synthesis of issues shown.
STRUCTURE	Structure confused, not discernible, not explained.	No organizational statements. Essay really only restates the topic. Some major points missed.	Introduction sketches approach to the topic, and may foreshadow main themes of the argument and possibly the conclusion. Definitions provided in context. Main points discussed in logically sequential paragraphs. Summary and/or conclusion in final paragraph.	Clear and logical progression of ideas presented in a well planned, structured essay.
EVIDENCE of READING and KNOWLEDGE	No evidence of reading in text of essay. No acknowledgements or bibliography.	Reading not well integrated into text of essay. Insufficient support from literature. Limited acknowledgements and light bibliography.	The text of the essay shows that the Course materials have been read and acknowledged. An accurate bibliography is attached.	Extra references integrated into the argument. Detailed support from literature including extra references.
PRESENTATION (INCLUDING GRAMMAR)	Major flaws. Poor construction of sentences and paragraphs.	Minor flaws.	Most presentation details met, legibility, citations, A4 paper, due date. Good basic grammar.	Virtually flawless presentation. Excellent grammar.
GRADE and % RANGE	F = below 60%	C = 70% - 79% D = 60% - 69%	B = 80% - 89%	A = 90% - 100%
SIGNIFICANCE	Work below the standard required for a pass **Fail**	Pass **Average**	Pass with credit **Above average**	Pass with distinction **Superior**

PHTP, the Public Health Training Program at COM - FSM
Academic and administrative details [as in a "Business Plan"]
to expedite its inception in January 2009.
[draft of 12 August 2008]

How to Complete an Academic Program Review

Academic program review is completed every two years. Academic program review includes two years of student learning outcome assessment data, student achievement data and program viability data. The process is outlined below:



The Pathway for Academic Program Review

Academic program review is a part of the institution's overall planning and assessment processes. Division chairs and the state campus instructional coordinators are to oversee the review of a program according to its goals and learning outcomes as they relate to the college mission. The program review is completed every two years. [Policy approved by the BOR on: March 12, 2013] You follow the procedures below:

1. The division/campuses program(s) provide the following information and data for review by the end of every other spring semester (2014, 2016, 2018…):

    a. *Program goals*. The program goals are broad statements concerning knowledge, skills, or values that the college expects the graduating students to achieve.
    b. *Program history*. This section describes the history of the program. This history includes the date and reason 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 features of the program, such as elements/resources

for forward-looking new program contributions to the state's economy, or specialized program accreditation.

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, course enrollment, section fill rates, and repetition of courses across the institution.

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 indicators*. This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the **most important** part of the program review. The data that will be collected and evaluated are the following:

Hint
Faculty complete course level assessment of student learning outcomes each semester and program level student learning outcome assessment each year. Plans and reports are kept on TracDat.

- Assessment of course student learning outcomes
    a. of program courses (TracDat reports for 2 years)
- Assessment of program student learning
    a. outcomes (TracDat reports for 2 years)
- Program enrollment – historical enrollment
    a. patterns, student credits by major
- Average class size
- Course completion rate
- Student retention rate – (fall to fall for 2-year programs; fall to spring for 1-year programs)
- Graduation rate – based on yearly numbers.
- Students seat cost
- Cost of duplicate or redundant courses/programs/services
- Revenue generated by program – tuition (program allocated), grant income.
- Students' satisfaction rate
- Alumni data
- Employment data and employer feedback (employer survey)
- Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC).
- Transfer rate

Hint:
Trend data for all programs is found on the IRPO website.

Hint:
Calculate tuition generated by taking credits by major for 2 yrs. x tuition

i. *Analysis.*

- 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 expectation.
- Recommendations – This section provides recommendations from the program review on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.

2. Draft program reviews are shared with program faculty for dialogue and input.
3. The division chair endorses final program reviews to the Dean of Academic Programs for feedback.
4. The division chair will send the program review back to the authors if the program review is not complete or needs information clarified.
5. If the program review is accepted, the division chair sends the program review to the Dean of Academic Programs.
6. The dean of academic programs along with the VPIA evaluates the program review. Feedback is provided for the author and if the review is not complete or unclear, it is sent back to the division chair.
7. If the program review is good, then the DAP sends the program review to the Curriculum and Assessment Committee where recommendations for improvement are to be noted in CAC minutes. These recommendations are to be used for improvement, planning and resource allocation.
8. The VPIA informs the division chair of the results of the planning and resource allocation which is finalized during the budget process in the fall semester.
9. The division chair posts the program review document on the college web site for distribution to the college community. http://wiki.comfsm.fm/Academic_Programs.

Checklist for program review

_____ Program goals
_____ Program description
_____ Program certificate/degree requirements
_____ Program faculty
_____ Analysis
_____ Recommendations
_____ CAC review of recommendations
_____ Program history
_____ Program admission requirements
_____ Program courses and enrollment
_____ Program indicators (15 indicators)
_____ Findings
_____ Program review shared with program faculty

College of Micronesia-FSM **Program Review Report** Template.

(for Academic Programs)

AP Full Official			
Campus		AP Review Submission Date	
Completed by		AR Review Cycle	

Program Goals

Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.

Program History

This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.

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 features of the program, such as elements/resources for forward-looking new program contributions to the state's economy, or specialized program accreditation.

Program Admission Requirements

This section describes the requirements for admission into the program and other requisites.

Program Certificate/Degree Requirements

This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.

Program Courses and Enrollment

This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.

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.

Program Indicators

This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following:

Assessment of course student learning outcomes of program courses	
Assessment of program student	

learning outcomes	
Program enrollment (historical enrollment patterns, student credits by major)	
Average class size	
Course completion rate	
Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs)	
Graduation rate based on yearly number	
Students seat cost	
Cost of duplicate or redundant courses, programs or services	
Students' satisfaction rate	
Alumni data	
Employment data and employer feedback (employer survey)	
Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC)	
Transfer rate	
Analysis	
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 expectation.	
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. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.	

Form is newly revised. Previous Program Reviews are available at http://wiki.comfsm.fm/Academic_Programs Micronesian Studies is a very good example. Program review checklist is on the next page.

Curriculum & Assessment Committee Program Review Checklist

Program: _____ **CAC Member:** _____

Date: _____

Please mark your response to the following statements (numbers before the statements represent the appropriate sections from the Appendix T Program Review):

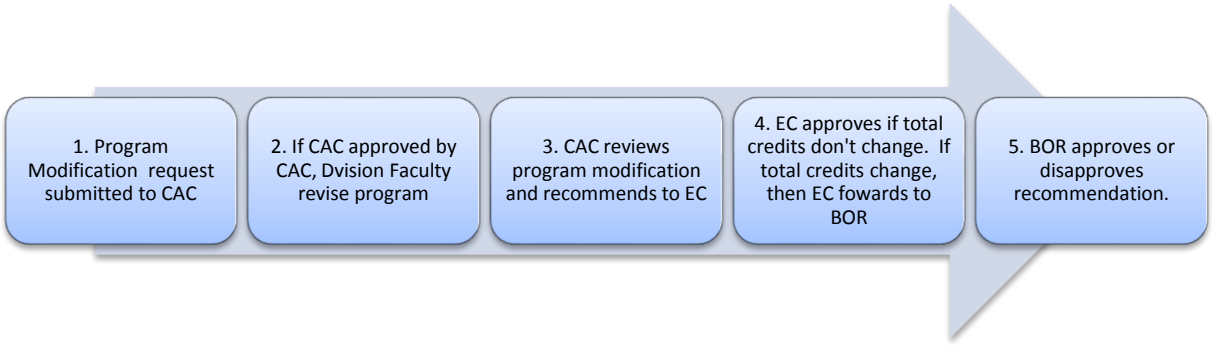
Statement	Yes	NI (needs improvement or more information)	No
1. P**rogram:** The program is identified.			
2. **Review Period:** The review period is identified. Generally, this is a three-year period and is submitted in May, before the end of the spring semester.			
3. **Submitted by & Date:** The person directly responsible for completing the program review submits the review to the committee, through the division chair.			
4. **Date submitted:** Date submitted to supervisor.			
5. **Program Mission:** The approved program mission is included in the review. An effective program mission statement should be linked to the College mission statement and be written in a language so that students and parents can understand it. A mission statement might provide: • A brief history of the program and describe the philosophy of the program • The types of students it serves • The type of professional training it provides • The relative emphasis on teaching, scholarship, and service • Important characteristics of program graduates The mission should have previously been endorsed by the appropriate college committee and approved by the college President.			
a. **Program Goals:** The program 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 features 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 (Assessment worksheets #3, for three years). This is the most important			

part of the program evaluation. The data that will be collected and evaluated are the following:			
• Program enrollment			
• Graduation rate			
• Average class size			
• Student's seat cost			
• Course completion rate for the program			
• Students' satisfaction rate			
• Employment data and feedback			
• Transfer rate			
• Program's student learning outcomes (assessment worksheet #3, for two years)			
• Student's learning outcomes for program courses (course level assessment reports)			
• Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs)			
• Cost of duplicate or redundant courses, programs or services			
• Alumni data – is the person working, in what field, location, transfer to 4-year institution, did the college prepare this person for what he/she is doing			
• Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC)			
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.			

Notes & Comments from Reviewers (refer to appropriate section of the program review)

How to Modify a Program

Academic programs are modified based on the results of program assessment, program review and program prioritization. The division chair initiates the request for program modification. The division chair follows the steps below for a program modification.



The Pathway for Program Modification

1. The division chair submits a request to modify a program to CAC.
2. If the proposal is approved, the division chair along with division faculty revises the program and submits a proposal to CAC along with the old program.
3. The committee chair reviews the revised program with the Curriculum and Assessment Committee and sends the recommendation to the VPIA for recommendation to Executive Committee if the changes don't include changes in total number of credits.
4. If the total number of credits will change, then the program modification is submitted to Executive Committee for recommendation and then to the Board of Regents for final action.

Hint:
Major changes in programs such as changing 50% of the requirements, changing the name, or changing the location where the program is offered require substantive change requests. *www.accjc.org/ substantive-change*

Checklist for program modification

____ Request to modify approved (includes assessment results for justification)
____ Submit revised program and old program to CAC for recommendation
____ Substantive Change if necessary
____ Program faculty review revised program
____ CAC submits to EC for approval or recommendation to BOR

College of Micronesia-FSM Program Modification Request Form

Program Title:	Division:	Initiator:
New Program Mission: New Program Description:		
New Program Goals:		
New Program Student Learning Outcomes:		
New Program Requirements:		
Justification for revising the program		
Institutional Cost:		
Decision: ____Approved _____Not Approved Comment:		
Chairperson, Academic Division	Date:	
Chairperson, Curriculum and Assessment Committee	Date:	

An example of filled-out Program Modification Request Form appears on the following page.

Sample Program Modification Request

PROPOSAL FOR REVISIONS IN THE CURRENT ASSOCIATE OF SCIENCE IN GENERAL AGRICULTURE AT THE COLLEGE OF MICRONESIA-FSM

This proposal covers the following:

Change of degree name to Associate of Science in Land Resources and Food Systems. Revision of existing curriculum to include a stronger mathematics and natural science-based background starting spring 2008.

Inclusion of the degree program as an offering of the Kosrae campus in addition to the National campus starting spring 2008.

The program was initially created in 1983 with support from the COM Land Grant Program. It was intended to prepare agriculture graduates who are employable or capable of succeeding as transfer students into four-year institutions as well as providing continuing education for in-service state agriculture extension service employees and secondary agriculture teachers.

While agriculture, fisheries and tourism remain as the FSM's three most important sectors, these have been underperforming. In particular, the agriculture sector's mission statement is to "…provide (i) food security, cash income, and healthy livelihood; and (ii) opportunities for domestic and export markets, while promoting environmentally sustainable production within a stable and consistent policy framework…" Nevertheless, the sector over the past 20 years has been typified by the lack of a consistent vision and expensive failed investments. Agriculture as a career has low status as illustrated by the recent closure of the Pohnpei Agriculture and Trade School. Enrollment of COM-FSM students in the program has also been dismal with only 0.5% of total students taking up the AS degree in general agriculture.

After a meeting involving COM-FSM administrators, faculty, stakeholders in agriculture and natural resources in Pohnpei, as well as a human resource survey in Kosrae; the following issues came to light:

- There is a dire lack of qualified staff involved in agriculture and natural resource management, particularly those who hold BS/BA degrees;
- There has been a poor record of entrepreneurship from the AS graduates as most have sought employment in the states. Even fewer have gone on to pursue 4-year degrees, mostly at the University of Guam with which COM-FSM has an articulation agreement. Almost none, in recent memory, has gone on to continue their program at the University of Hawaii at Mañoa which also has an articulation agreement with COM-FSM in agriculture.

Completed the Certificate of Achievement Agriculture (Kosrae) since 2003

State/National Governments: (4)
1 Livestock Extension Agent - Department of Agriculture Land and Fisheries
1 Research Aide/Assistant - COM Land Grant
2 Farm Custodians - COM-FSM KSA
Entrepreneurship: (4)

Only 1 of the 8 has credit work leading to the AS in agriculture.

- Also refer to the attachment for completion data from fall 2002 to Summer 2006 at all campuses
- Only the COM Land Grant has extension agents with at least an associate's degree in Kosrae. Most of the extension agents in the Department of Agriculture, Land and Fisheries have a one-year certificate in agriculture. It is desirable that they be upgraded to at least an associate degree in the field.
- While expatriate teaching staff on Kosrae hold a master's degree in agriculture and botany, there is no clear potential for a local suitably qualified FSM citizen to take up these postings within the next two years.
- There is an apparent "stigma" attached to "agriculture" as the high schools do not encourage their better than average students to take up the course and reserve it for their students who perform below par.
- Students in the current AS in agriculture program have difficulty in their mathematics, sciences and even business courses.

Therefore, this proposal aims to:

- Address the dismal image of "agriculture" as a career choice;
- Address the problem of students with poor grounding in science and mathematics
- Address recruitment and retention issues by offering a strong science-based curriculum that addressed manpower needs in agriculture and natural resource management for the FSM
- Provide suitable preparation that encourages graduates to transfer to 4-year colleges after graduation.

CHANGE OF NAME

It is proposed to change the name of the program from the Associate of Science in General Agriculture to ASSOCIATE OF SCIENCE IN LAND RESOURCES AND FOOD SYSTEMS.

The new name reflects a broader scope that includes natural resources management and would appeal to prospective students with strong interests in agriculture, environment, and related fields. The trend has been for most colleges of agriculture to rename their schools or programs to reflect the fact that agriculture now has very strong ties to the environment, natural resources and community. It also indicates that we have shifted focus to more sustainable systems as specified in the agriculture sector mission statement.

The change is proposed to start spring 2008.

CURRICULAR REVISION

The subsequent name change will require a change in the program learning outcomes. The following modifications in the program learning outcomes for the Associate of Science in Land Resources and Food Systems are proposed:

Program Learning Outcomes

Students will be able to:

1. Acquire fundamental concepts and principles of land resources focusing towards development and production in a sustainable manner appropriate to Micronesia

2. Demonstrate basic competencies in the management of land resources and food production

3. Acquire basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry-level employment in a land resource management related agency.

4. Acquire a sound scientific background that will allow transfer to a higher degree program related to land resources and food systems.

Proposed Curriculum
The following curriculum revisions are proposed:

General Education Core:

English (9 credits) NO CHANGE EN 110 Advanced Reading (3) EN 120a Advanced Writing I (3) EN 120b Advanced Writing II (3)	Natural Sciences (7 credits) SC 120 Biology with Lab (4); *currently any science course with lab* *SC 120 is a prerequisite for SC 250 (General Botany with Lab) which is a major course* And one from: SC 101 Health Science (3) SC 110 Introduction to Ecology (3) SC 111 Environmental Studies (3) SC 111 Introduction to Human Nutrition (3) *currently a non-lab science or AG 101*
Mathematics (3 credits) MS 100 College Algebra (3); *currently Any 100 level or above Mathematics course* *MS 100 is the prerequisite for MS 150 (Intro to Statistics) which will become a major course;*	Social Science (3 credits) NO CHANGE SS 150 History of Micronesia (3) NO CHANGE
Exercise and Sport Science (1 credit) NO CHANGE Any ESS course	Computer Applications (3 credits) NO CHANGE CA 100 Computer Applications (3)
Humanities (3 credits) NO CHANGE Any course in Art, Music, History, Literature, SS 195 or Language may be taken	General Education Core Sub-total: 29 credits NO CHANGE in NUMBER OF CREDITS

MAJOR REQUIREMENTS:

Agriculture (19 credits)

NO CHANGE: 1) AG 110 Crop Production with Lab (4) 2) AG 140 Principles of Animal Science with Lab (4) 3) AG 290 Agricultural Project Management (3)	REVISION PROPOSED: 1) AG 101 Introduction to Agriculture (4) *currently AG 101 is 3 credits; add laboratory component to align with UOG articulation;* 2) AG 229 Directed Field Experience (4) *currently AG 299 is 1 credit for 3 hrs weekly; propose to 12 hrs weekly*
NO CHANGE: SC 250 General Botany with Lab (4) (pr. SC 120) COURSES TO BE ADDED: 1) SC 230 Introduction to Chemistry with Lab (4) (pr. MS 098) 2) SC/SS 115 Ethnobotany (3) (pr ESL 089) 2 MS 150 Introduction to Statistics (3) (pr. MS 100)	COURSES IN THE PROGRAM TO BE DELETED 1) AG 252 Agricultural Extension (3) 2) AG 270 Principles of Agricultural Engineering (3) *these courses are deemed to be more appropriate for the 4-year BS program* Natural Science (14 credits)
Additional Choice of Degree Electives Media Studies MM 225 Multimedia Design (3) (pr. CA 100 or permission) Agriculture AG 280 Processing of Agricultural Food Products (3) *proposed course* AG 291 Selected Topics in Land Resources and Food Systems (1-2 credits) *proposed course* *may be repeated twice provided that topic is different* Marine Science MR 120 Marine Biology with Lab (4) (PR ESL 089) MR 201 Aquaculture with Lab (4) (PR MR 120) IS 120 Geographic Information Systems (3) (PR IS 120: *Note: has this been changed to CA 100?)*	Deleted as Required Major Courses but retained as degree elective (3-4 credits) Business BU 101 Introduction to Business (3) (pr. ESL 089) Economics EC 220 Microeconomics (3) (pr. MS 098, ESL 089)
Sub-total: Major Course Requirements: 36-37	<u>Total Program Requirements: 65-66 credits</u>

The proposed curriculum provides the graduate with a stronger grounding in mathematics and natural sciences as well as the flexibility to later proceed to related 4-year degree programs in agriculture and natural resources.

Assessment Matrix
I=Introduced; D=Developed and practiced with feedback; M= Demonstrated at the mastery level appropriate for graduation

REQUIRED MAJOR COURSES

Course	PLO 1	PLO 2	PLO 3	PLO 4
AG 101	I	I	I	I
AG 110	I, D	I, D	I, D	I, D
AG 114	I, D	I, D	I, D	I, D
AG 290	D	D	D	D
AG 292	D, M	D, M	D, M	D, M
SC 250	I	I	I	I, D
SC 230	I	I	I	I, D
SC/SS 115	I, D	I, D	I, D	D
MS 150		I	I	D

ELECTIVE COURSES

Course	PLO 1	PLO 2	PLO 3	PLO 4
BU 101	I	I	I	I
EC 220	I	I	I	I
MM 225				
AG 280	D	D	D	
AG 291	D, M	D, M	D, M	D, M
MR 120	I	I	I	I
MR 201	D, M	D, M	D, M	D, M
IS 120	I, D	I, D	I, D	I, D

Land Resources and Food Systems
Suggested Timetable

1st Semester		2nd Semester	
MS 100	3	MS 100	3
SC 120	4	SC 120	4
EN 120a	3	EN 120a	3
AG 101*	4	AG 101*	4
CA 100	3	CA 100	3
	17		17

Summer	
SS 150	3
Elective	3
	6

3rd Semester		4th Semester	
AG 140	4	AG 290	3
SC 230	4	AG 299	4
MS 150	3	SC 115	3
Humanities	3		10
SC non-lab	3		
	17		

* - revision of existing course

PROPOSED NEW COURSE:

AG 280 – Processing of Agricultural Food Products-(3) - Principles and methods of processing tropical fruits,-vegetables, swine and poultry products. 3 credit hour class.

PROPOSED REVISION OF COURSES:

AG 101 – Introduction to Agriculture (4) – Explains the scientific principles behind the vegetable gardening, animal husbandry, aquaculture, forestry, soil science, soil and water conservation, pest management, nutrition, marketing and extension. Three hours of lecture and three hours of laboratory.

(*currently offered without a laboratory component*)

AG 290 – Special Topics in Land Resources and Food Systems (1-2) – Selected topics related to land resource management and food systems. May vary by semester. May be taken twice.

AG 299 – Directed Field Experience (4) – Structured learning experience with a private or governmental organization or enterprise involved in land resource management and food systems for at least 12 hours a week.

(currently offered 1 credit, 3 hours a week)

EXPANSION OF PROGRAM TO KOSRAE CAMPUS

COM-FSM Kosrae Campus currently offers the 1-year Certificate of Achievement in Agriculture and Food Technology as a vocational program. Currently almost all extension agents of the Department of Agriculture, Fisheries and Land Management and 40% of the total agricultural and natural resources staff hold only certificates and advancement to the Associate level is a desired qualification. Likewise, more than half of the current staffing will reach retirement age in the next ten years and there is a need for young staff to fill their shoes. We expect 7-10 new AS students in the program by spring 2008.

Kosrae campus has the facilities to support the program; a 50 head piggery, the Micronesian Plant Propagation Center and COM-Land Grant, access to a commercial poultry and vegetable farm as well as facilities of the state and national government agencies and an NGO involved in agricultural and natural resources management.

Kosrae campus has currently one full-time instructor (BS Agriculture and M.Ed. in Biology from the University of the Philippines) and a part-time instructor who is the current CRE researcher (PhD in botany from Maharashi Dayand Saraswati University, India). Running the certificate and associate programs concurrently will require an additional instructor preferably with a specialization in the animal and food sciences.

Two instructors teach science courses (one with a BS in Medical Technology and an MA in Educational Administration from the Far Eastern University, Philippines, and Marikina Institute of Science & Technology, Philippines, respectively; and the other with an MSc and an MPhil in botany from Maharashi Dayand Saraswati University, India). We have one math instructor who is overloaded with developmental courses and if she has to teach statistics, thought should be given to hiring an additional math instructor.
Prepared by

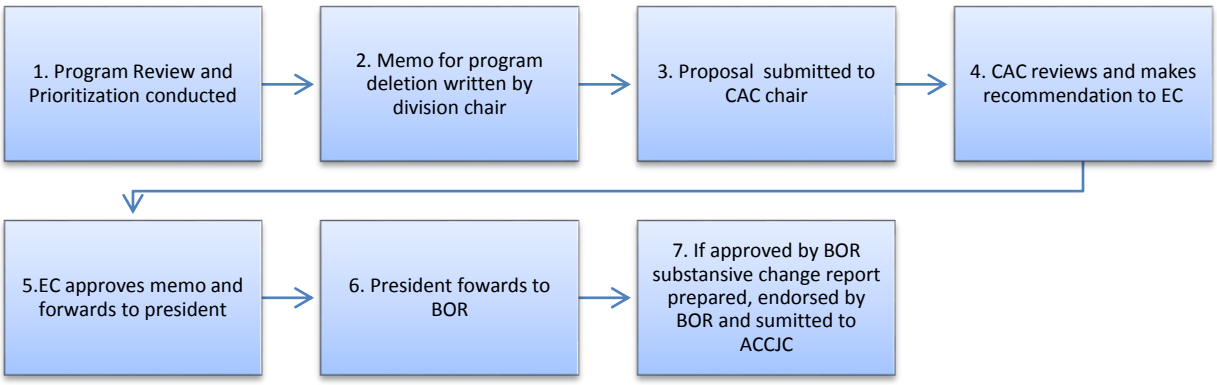
Lyle Baconguis
11 October 2006

Revised 15 May 2007

How to Delete a Program

Academic program review and program prioritization processes may indicate that an instructional program is not viable and should be eliminated from college offerings. In such cases 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. An example of this type of program is the Community Health Assistant Training Program. This program is designed to train non-physician health care providers. Should that group complete the training, the program may not be offered until there is another group that requires the training. While programs may be removed from the catalog, specific courses will remain on the "list of active courses" when the courses are also part of other programs.

You follow the process below for program deletion.



The Pathway for Program Deletion

1. The division chair/campus dean collects data and recommendations from the program review and program prioritization processes.
2. The division chair/campus dean prepares a deletion memorandum and submits it to chair of CAC using information gathered from the program review, program prioritization and other pertinent information. The memorandum should have the following attached to it:
    a. Justification for program deletion
    b. Plans and implementation date for phasing out this program
    c. "Teach-out" plans for students currently enrolled in the program, if there are any students currently enrolled.
3. Chair of CAC reviews the deletion memorandum and submits it to CAC for action. The major criteria for deletion include demand for the program (internal and external), financial sustainability of the program, physical resources to offer the program, and productivity of the program. Each criterion is addressed in the program review and program prioritization process.
4. CAC reviews the deletion memorandum and recommends it to the Executive Committee for review and action.
5. The Executive Committee reviews the deletion memorandum and submits its recommendation to the president.
6. The president forwards the recommendation from EC to the Board of Regents.

7. If approved by the Board of Regents, the program developer along with DAP, VPIA, and ALO prepare a substantive change request which is endorsed by the Board of Regents and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) for final approval.

> ***Hint***
> *Substantive change requests must follow the guidelines in the ACCJC policy on substantive changes. Such requests are accepted only three times each year. See the policy and schedule at the following URL: www.accjc.org/substantive-change*
> *Normally, substantive change requests are not accepted if an institution is on ACCJC sanction.*

Checklist for program deletion

_____ Memo which includes:
- justification
- plans for implementation of phase out
- teach-out plan for currently enrolled students

_____ EC review and recommendation

_____ Substantive change request

_____ CAC review:
- program demand
- sustainability
- physical resources
- productivity

_____ BOR review and recommendation

_____ ACCJC approval

Certificate Programs

A certificate program is a prescribed course or series of courses designed to strengthen specific occupational skills. A Certificate of Achievement requires the completion of at least 30 semester credits (two semesters). The college offers the following certificate programs:

Third-Year Certificates (Post AA/AS degree)

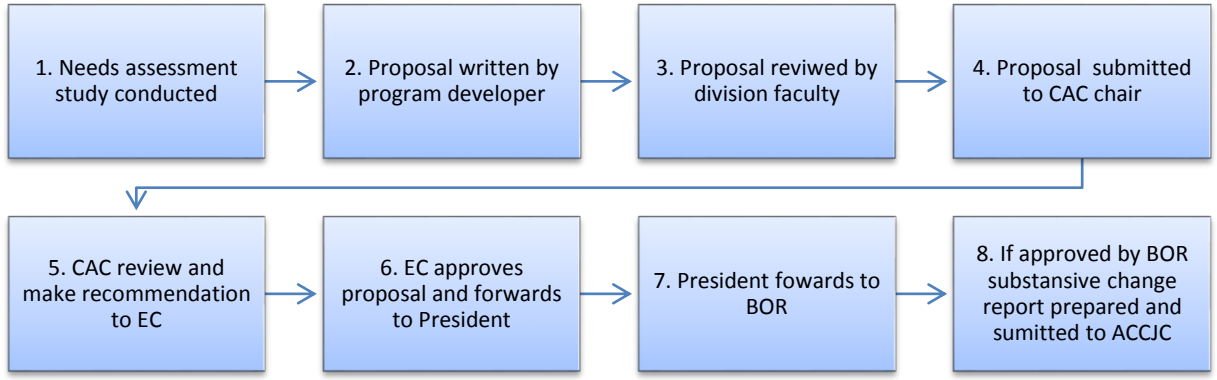
- Accounting
- General Business
- Public Health
- Teacher Preparation-Elementary
- Trial Counselors

Other Certificates

- Agriculture & Food Technology
- Bookkeeping
- Community Health Sciences-Health Asst. Training Program
- Public Health
- Secretarial Science
- Building Maintenance
- Cabinet Making/Furniture Making
- Motor Vehicle Maintenance
- Construction Electricity
- Electronic Engineering Technology
- Refrigeration and Air Conditioning
- Nursing Assistant

How to Gain Approval of a Certificate Program

You follow the steps outlined below to propose a certificate program.



The Pathway for Gaining Approval for a Certificate Program

1. The faculty members complete the application for program implementation, which includes a needs assessment study and a new program implementation plan. If the results confirm the need for developing the certificate program, a proposal is developed.

2. 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.

3. Instructional coordinator or appropriate college personnel reviews the proposal.

4. The division chair submits the proposed certificate program to the curriculum and assessment committee chair.

5. The Curriculum and Assessment Committee reviews the proposal and makes a recommendation through the VPIA to the Executive Committee.

6. If the Executive Committee approves the proposal, it is forwarded to the Board of Regents for approval.

7. If approved by the Board of Regents, the program developer along with the DAP, VPIA, and ALO prepare a substantive change request for the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) for final approval.

8. The committee chair informs the state campus or appropriate college personnel of ACCJC's decision and, if approved, the state campus proceeds with the implementation of the certificate program.

> ***Hint***
> *Substantive change requests must follow the guidelines in the ACCJC policy on substantive changes. Such requests are accepted only three times each year. See the policy and schedule at the following URL: www.accjc.org/substantive-change*

Checklist for certificate program implementation

___Application for implementation approved:
- needs assessment study
- program implementation plan

___Division faculty review of proposal
___EC recommendation
___Substantive Change request

___Proposal includes:
- Rationale
- program learning outcomes
- implementation procedures
- suggested schedule
- description of new courses
- staffing needs
- budget

___CAC review and recommendation
___BOR approval
___ACCJC approval

College of Micronesia-FSM Application for Certificate Program Implementation

Program name:	**Division:**	**Initiator:**	**Starting Date:**

Program Description:			
Length of program:			
Potential enrollment (check one or more of the following who completed surveys)	[ ] High school students interested in the program [ ] Undecided COM-FSM students [ ] Potential employers		
Number of projected students for the program		Year 1	
		Year 2	
Cost per student ($)		Based on ____ (nos.) of students	
COM-FSM cost analysis study	[ ] Completed and attached [ ] Pending		
Survey of potential employers	[ ] Completed and attached [ ] Pending		
Program Learning Outcomes			
Course/Workshop outlines included:	[ ] Yes [ ] No		
Resources available to implement the program			
If an academic transfer program check one or both of the following:	[ ] Meets articulation agreement requirements. List or attach 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.		
Describe the proposed program's impact on other programs of the COM-FSM system:			
Decision:	**[ ] Approved** **[ ] Not approved**		
Comments:			
Division chair signature:			Date:
Chairperson CAC signature:			Date:
VPIA COM-FSM signature:			Date
President COM-FSM signature			Date:

Example not available

College of Micronesia-FSM Certificate Program Implementation Proposal

Program name:	**Division:**	**Initiator:**	**Starting Date:**
Program Description:			
Program Mission:			
Program Goals:			
Program Student Learning Outcomes:			
Schedule of courses:			
Implementation Procedure:			
Course and/or workshop descriptions attached:	[ ] Yes [ ] No		
Staffing needs:			
Resources available to implement the program:	(Attach budget for years 1, 2, and 3)		
Decision:	**[ ] Approved** **[ ] Not approved**		
Comments:			

Division chair signature:	Date:
Chairperson CAC signature:	Date:
VPIA COM-FSM signature:	Date
President COM-FSM signature	Date:

Sample Program Implementation Proposal

PHTP, the Public Health Training Program at COM - FSM
Academic and administrative details [as in a "Business Plan"]
to expedite its inception in January 2009.
[draft of 12 August 2008]

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10. Executive Summary

The COM – FSM approved "Public Health Training Program - PHTP", a multiple-entry and – exit step-ladder educational device, is aimed at filling a recognized [PIHOA; WHO; et al.] need for the curbing of Micronesia's" twin disparities affecting its Public Health workforce.

More than one delivery strategy is proposed, with a strong preference for a combination [Plans A and B] of actions that will assure near simultaneous delivery at "central" and States levels of the Courses, with a marked "quality assurance" strategy built in it.

The program can readily start in the Spring Semester of 2009 [January 2009], as Course Outlines, Syllabuses, Materials and Textbooks are ready, and the prospective Teaching Faculty is in place. A *participatory management* style will assure harmony and progress in the Program.

Strong emphasis is placed upon the **evaluation** components of PHTP, from individual student assessment to the overall evaluation of the Program.

Financially, the proposed combined delivery [Plans A and B], requires an input of about $ 100 000for Years One and Two [2009 and 2010], and of $ 20 000 for Years Three and Four [2011 and 2012], before becoming financially self-sufficient from Year Five [2013], and onwards.

The College's Leadership is confident that these costs could readily be met from COM-FSM's resources, even if the continued pursuit of external financial support would experience significant delays, thus assuring all PHTP enrolled students a consistent learning environment open to graduation.

11. Program Description as the response to a Micronesian need

11.1 Background, Rationale and justification for PHTP

Justification uses reliable sources to support the program – WHO, PIHOA, and previous training efforts in FSM.

The rationale and "needs assessment" for the education and training of existing and prospective workforce in the domain of Public Health in Micronesia have been documented elsewhere [ref. Sitaleki 'A. Finau, Gregory J. Dever, Giuseppe G. Cuboni: "A proposal for PIHOA: Community College Public Health training in and for Micronesia], a short abstract of which is hereby reproduced:

Quote:

"Twin Disparities in Health and Education"

In 2006 and for the decade 2006-2015, WHO has committed itself to addressing the issues related to human resource for health. On World Health Day, 7 April 2006, WHO released its World Health Report *"Working Together for Health"*, which will be its human resource strategy for the next decade, the human resources issues includes: health worker shortages (acute and chronic); under-training, disparities in the health worker skills mixes, mal-distribution, and adverse working conditions and inappropriate work incentives. These issues have supplanted the lack of resources for health as the number one health care services delivery problem in many areas. WHO underscores that the health workforce is the human link between knowledge and action for health. The Western Pacific Regional Office of WHO (WPRO) released its Regional Strategy on Human Resources for Health in September 2006 at its meeting in New Zealand. The Ministers and Secretaries of Health of the FAS and other Pacific countries attended this. Although the WPRO report is a local roadmap, it is like the WHO World Health Report in addressing issues in human resources issues for health. As in the Institute of Medicine (IOM) Report, the development of primary care programs must be done with promoting education and training of the health care workforce, that human link between knowledge for health and action for health.

In August 2006 the Pacific Island Health Officers Association (PIHOA), which formally represents the Ministers, Secretaries, and Directors of Health of the USAPI met on Nahlap Island in Pohnpei State. They participated in a "Human Resources for Health" workshop with the assistance of a WHO/WPRO Specialist. The outcome of this Workshop, titled "*Working Together for Health – How can we help ourselves?*", included a formal PIHOA resolution on issues related to human resources for health. These resolutions mirrored the theme of the 2006 World Health Report and addressed the following:

- PIHOA acknowledged that there was a regional shortage of students academically prepared to enter all levels of the health profession trainings and that many of the current health workforce were under-trained in their respective disciplines;
- PIHOA recognized that there was a shortage of qualified nurses in the region at all levels, and there was the need for ongoing training for clinical, public health, oral health, and psychiatric nurses;
- PIHOA observed that the primary and secondary school systems need strengthening in English, Study Skills, Mathematics, and Science and further observed there were too few educational career ladder and bridging training programs that provide in-country health workforce training;
- PIHOA pointed out that management training for the health workforce had been identified as a priority need for Nursing, Public Health, and Health Services Administration;
- PIHOA recommended that the following critical issues related to human resource for be strengthened or developed:
    - *the educational pipeline to health professional training;*
    - *career ladder and bridging training for the current health workforce;*
    - *management training;*
    - *overall health human resources planning; and*
    - *Partnerships with local educational institutions for higher learning for delivery of the needed accredited curricula.*

Through the Nahlap Human Resource for Health Action Plan, PIHOA has committed itself to addressing and focusing on these five critical regional health workforce challenges. The

twin disparities of health workforce shortages and under-training are implicit or implied in the initial IOM Report, Federated States of Micronesia's Health Sector Strategic Plan, the 2006 World Health Report, the WHO / WPRO Regional Action Plan and in PIHOA's Nahlap Resolution. Human resources for health is one of the PIHOA priorities as outlined in its 2005 to 2009 Strategic Plan. The clear collective message is that without the appropriate development of the health workforce the primary care agenda will stall.

Training Medical Officers and Lessons Learned in the Process

From 1987 through 1996, JABSOM conducted the Pacific Basin Medical Officer Training Program (PBMOTP) in Pohnpei State, Federated States of Micronesia. The purpose of this HRSA-funded emergency physician-training program was to as quickly as possible re-establish the indigenous physician workforce for the FAS countries and to a lesser extent American Samoa. Over its 11-year history, the PBMOTP trained 70 physicians, of which 64 are still working in the FAS countries and American Samoa (4 died, and one resigned and is doing further training in Hawaii). In the IOM Report, the PBMOTP got high marks for its efforts. **However, one of the IOM recommendations was that any future such training program should be linked to local educational institutions**. **PIHOA** in its recent resolution in the Nahlap Human Resources for Health Action Plan **similarly endorsed the** development of **partnerships with local educational institutions** for delivery and accreditation of needed credible training programs.

Proposed Public Health Training in and for Micronesia

This proposal constitutes an academic response to the public health situation in Micronesia's Freely Associated States (FAS). There has been an expressed and unmet need for: performance review; re-licensure; and the development of human resources for health at all levels and categories in Micronesia for sometime. There has been a demand for:

- Public Health workers to be trained in local institutions with an accredited qualification, preferably at the tertiary level;
- The development of human resources for health to be institutionalized locally in a career track process with incremental and additive life-long learning as the fundamental academic philosophy and structure;
- Academically combining public health practice and continuing education into a seamless articulation with other accredited academic programs and qualifications from credible public health training institutions in the Pacific and Pacific Rim countries;
- The generic aim of public health training and practice to be aimed at: a) decrease vulnerability; and b) increase the resilience of communities to the adverse external and internal forces of socioeconomic transformations, migration, demographic changes, globalization, natural disasters and other related societal developments.

The following human resources for health development response to the Public Health needs in Micronesia has taken into account the current academic and educational realities of the region and in addition, takes an approach incorporating the need to:

- Urgently train or re-train the current public health workers and be cognizant of the concurrent need for replacement and succession of an aging and mobile workforce.

- Provide bridging teaching and learning opportunities for professional public health practitioners.
- Identify gaps and address these in the health professional training, through the improvement of the educational pipeline.
- Additively build professionalism, self-esteem and enthusiasm of public health workers;
- Encourage the rational performance review and the development of the public health infrastructure through professional licensure, establishment of criteria for promotion, and improved remuneration and incentives that are linked to professional efficiency, efficacy, effectiveness and equity.
- All public health workers to have a healing capability primary health care and not be perceived just as "health police", e.g. basic life support, first aid and traditional medicine treatments.
- The community to be able to access afford and accept available services.

This proposed **academic program** is to build on a bridging approach, starting from practice and moving with conceptual development and towards a sophisticated theoretical framework and the understanding of the special attributes of Micronesia and at being Micronesian. The academic approach will enable the public health practitioners to develop practically. At the same time, they develop ample intellectual agility to be innovative; and deal with the ever changing physical, social and political environments of public health practice, It is planned that these will be done while simultaneously and appropriately fulfilling the service commitments and demands of their current daily workloads; the need for continuing education and re-licensure; and the expectations of cultural and societal obligations to their families, communities and societies.
This adaptability is important and essential for the Pacific public health workers who are expected to have multiple responsibilities at all levels of health practice and in diverse locations, ethnic and socio-political environments in the Micronesian jurisdictions.

The Vision and Mission of this Public Health Training Programme

The Vision is to: *Make public health practice in Micronesia everybody's business.*

The Mission is to:

- Support and improve socio-economic development;
- Improve health of Micronesians and their descendants, through the provision of research-driven education, health training and practice, and through appropriate, dynamic, effective and efficacious strategies for human resources development of Micronesia's public health practitioners who shall value and favour all that is Micronesian." **unquote**

11.2 This Program, hereinafter referred to as PHTP, consists of:

- A standard COM – FSM **Associate of Science** degree academic program of two years, the first leading to an **Advanced Certificate of Achievement in Public Health [ACAPH; 31 credits],** and the second awarding the **Associate of Science Degree in Public Health [ASDPH; 34 credits];**

- An "Induction to College and Public Health Learning" study period, leading to a **Certificate of Achievement in Basic Public Health [CABPH; 35 credits];**
- A "Public Health Specialization" study period, leading to a **Third Year Certificate of Achievement as Specialist in Public Health [SPH] <u>or</u> as Public health Specialist in one of 5 P.H. Disciplines [PHS…], each requiring 30 credits.**
- A multiple-entry and multiple-exit approach, in that students with suitable qualifications or adequate cross-creditable prior academic work may enroll into PHTP at steps other than the beginning one; and also in that students may progress through the Program at their own pace and be awarded a tertiary qualification, upon leaving PHTP, based on their accomplishments in the Program.

In its original conception, PHTP will be delivered at the COM – FSM National Campus, in Palikir, and at each of the 4 State Campuses: Chuuk, Kosrae, Pohnpei and Yap.
Moreover, PHTP will be offered in all 4 States to the currently serving Health workforce, and eventual interested adult candidates, after their normal work hours.
As COM – FSM moves into **distance learning,** PHTP will likewise be available in such mode.

12. <u>Academic Delivery Strategies</u>

Proposal offers several options for delivery along with an analysis of each of the strategies.

As PHTP may be viewed as a relatively "new" learning area at COM – FSM, due credit being acknowledged of the achievements of HCOP, the Health Career Opportunities Program, more than one delivery strategy can be considered: three strategies are proposed here, as **Plan A**, **Plan B**, and **Plan C.**

Detailed descriptions are shown in the respective Annexes; the main elements can be summarized as:

- "Centralized delivery" [Plan A], in which Courses are offered at the COM – FSM National Campus during daytime, and at the Pohnpei State Hospital or Division of Health Services in the evening and week-end;
- "Extension delivery" [Plan C], in which Courses are offered at each of the COM – FSM State Campuses during daytime, and at each of the State Hospitals or Divisions of Health Services;
- "Inducted country-wide delivery" [Plan B], in which Courses are offered to prospective COM – FSM Instructors at State Campuses, prior to their teaching those Courses, as in Plan C.

The designated PHTP Coordinator, who also compiled this document, **<u>firmly advocates a delivery strategy that combines Plans A and B</u>**

13. <u>Comparative Analysis of the Strategies</u>

Academically, the combination of Plans A and B offers these advantages, over other ones:

- Greater uniformity, across campuses, of delivery and assessment of PHTP Courses;
- Phased delivery of Courses in all 4 States, coupled with monitored "induction" of prospective COM – FSM Instructors in the "new" field of Public Health;
- Balanced learning outcomes, across Campuses.

Administratively and financially, the combination of Plans A and B offers, over other ones, these advantages:

- Monitoring of learning, which occurs simultaneously across Campuses, is eased;
- Procurement and distribution of Course materials is likewise simplified.

But that combination also has some financial implications, when compared to the combination of Plans A and C, for example:

- It becomes "self-supporting" financially only in Year Five [2013];
- The expected shortfall [costs less income]of Years One [2009, $101 437.54], Two [2010, $88 740.14], Three [2011, $24 375.54] and Four [2012, $13 795.74] is due to travel and DSA requirements for the phased induction of prospective Instructors, and Courses offerings throughout the COM – FSM system.

This, however, may well be viewed as yet another example illustrating the saying that "quality comes at a price".

14. Implementation Plan and Timetable Details

Implementation plan is detailed and covers a period of five years.

Year One [2009]:

- Two full-time, Public Health - proficient Teachers will assure delivery of the CABPH "core" Courses at the COM – FSM National Campus [daytime] in Palikir and the Pohnpei State Hospital / Division of Health Services [evenings-weekends];
- One of them will also effect the "Public Health Induction" of the COM – FSM prospective Instructors, possibly at the COM – FSM Campus in Kosrae;
- Three "inducted" Instructors will deliver the CABPH "core" Courses at the COM – FSM State Campuses and the State Hospitals / Divisions of Health Services in Chuuk, Kosrae and Yap;
- COM – FSM Faculty will provide tuition in the GE [General Education} Courses that are part of the PHTP Curriculum, at no or marginal added financial costs to the College.

Years Two and onwards [2010 and on]:

- An additional part-time Instructor will contribute to the delivery by the two full-time, Public Health - proficient Teachers, of the ACAPH "core" Courses at the

COM – FSM National Campus in Palikir and the Pohnpei State Hospital / Division of Health Services;

- One of them will also effect the "Public Health Induction" of the COM – FSM prospective Instructors, for 3 of the 6 ACAPH – "core" PHTP Courses;
- The three "inducted" Instructors will deliver 3 of the 6 ACAPH – "core" PHTP Courses; at the COM – FSM State Campuses and the State Hospitals / Divisions of Health Services in Chuuk, Kosrae and Yap;
- It is envisaged that a full complement of 12 full-time COM – FSM Instructors will be required, from Year Four [2012] onwards, to assure the consistent, harmonic delivery of all PHTP Courses at all Campuses and Hospitals / Divisions of Health Services;
- The Year One [2009] "start-up" Faculty [2 + 3 full-time] will need an addition of 3 full-time and 1 part-time Faculty in Year Two [2010], who then will become 9 full-time Faculty in Year Three [2011, with completion of the Faculty requirements in Year Four [2012], by the addition of 3 full-time Faculty.

15. Operations and Management Details

In accordance with the prevailing COM – FSM norms, all PHTP students will sit the COM Entrance Test [COMET], and be "placed" at the appropriate Program's level.
Students who have earned academic qualifications or Course credits elsewhere will be given consideration for the eventual cross-crediting of earlier academic achievements.
It is envisaged that a PHTP Faculty Committee would normally convene and review progress of the Program as a whole as well as that of individual students, and propose appropriate actions to overcome problems or obstacles, in keeping with the tenets of **participatory management.**
Responsibility for Course delivery and management will be assigned to individual Faculty Members, who would in turn keep all Faculty Colleagues and the PHTP Coordinator well informed of progress and eventual problems.
The program can readily start in the Spring Semester of 2009 [January 2009], as Course Outlines, Syllabuses, Materials and Textbooks are ready, and the prospective Teaching Faculty is in place.

16. Evaluation of the Program

It is proposed that evaluation of PHTP progress, achievements and eventual shortfalls will be carried out at several levels and under different modalities and timeframes.

Evaluation outlines both course level assessment and program level assessment.

16.1 Student Academic Assessment

Both Formative and Summative Assessments will be undertaken in each of the Program's Courses, as detailed hereunder and in Annex 9.6.

Formative Assessment

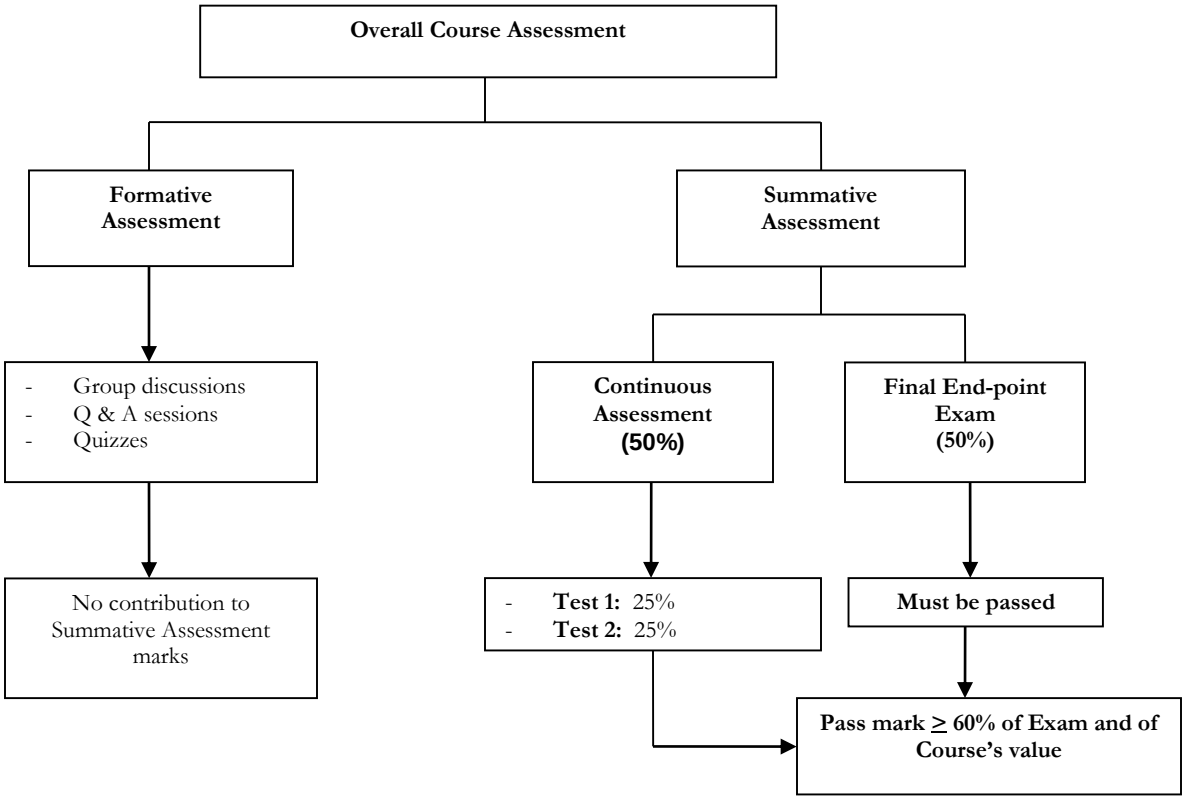
Formative Assessment is useful to students and Faculty, both.

It helps students to monitor how well they do progress in the Course and to identify areas or topics that require greater effort or attention.
And it also provides Faculty with an understanding of what students know (and don't know) in order to adapt teaching and learning to meet students' needs, while the Course is still in progress.
Formative Assessment can consist of group discussions, presentations, written essays, portfolios, question and answer sessions, trial examination papers and tests, done intermittently throughout the Course. These activities are not graded and therefore do not contribute to the overall Course Assessment.

Summative Assessment

The goal of Summative Assessment is to measure achievement of students' knowledge and skills acquisition with respect to the intended learning outcomes of the Course.
Summative Assessments is divided into Continuous Assessment (tests, assignments, projects that are done during the Course) and the formal written Examination at the end of the Course. Summative Assessment measures student performance and is directly linked with decisions about progress, award, pass or failure.

Figure 1: Outline of the Overall Academic Assessment for PHTP Courses



16.2 Appraisal of the Instructor and of the Course Materials

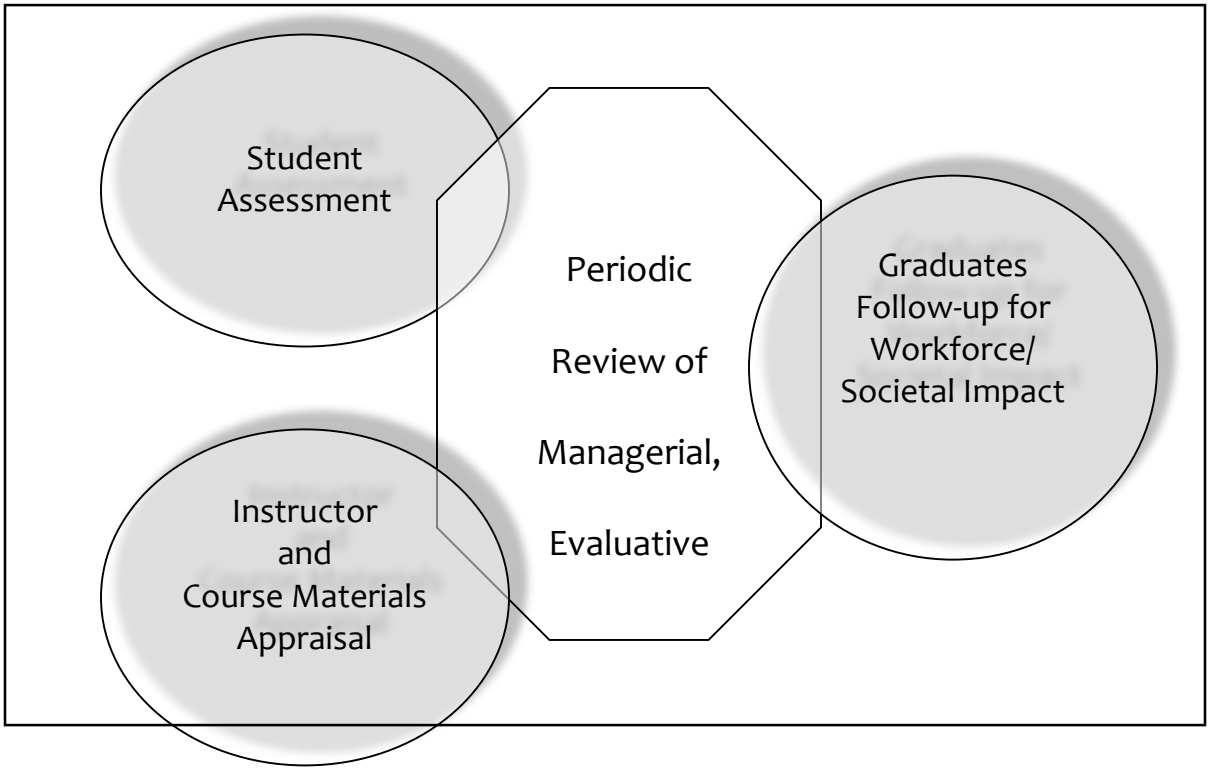
Standard COM – FSM formats for the appraisal by students of the teaching and facilitating efforts of the Instructor as well as the suitability of the Course materials will be distributed and retrieved, following existing protocols.

Moreover, based on self-appraisal by Faculty members, peer review of accomplishments and appraisals will be carried out at the end of each Semester.
These actions will also take into consideration workload and Class size factors, in addition to students' progress in the Program's Curriculum.

16.3 Overall Evaluation of the Program

The periodic monitoring of progress will be based on the six-monthly or yearly collegial review by the PHTP Faculty of all available data relevant to management, of both academic and personnel performance types.
Indeed the impact of PHTP as a workplace-targeted academic instrument may best be appraised by a systematic follow-up, over time, of the job selection and performance of Program students, once they graduate.
The follow-up into work life of graduated students is among the evaluation tools that COM – FSM has considered for implementation, and, as such, PHTP will fall into the prevailing pattern.
However, and in addition to the above, it will be also quite feasible to obtain "first hand" impressions as most of the PHTP graduates will in all likelihood be employed by public or private Public Health-practicing Institutions or Agencies, the Staff of which will frequently participate [Adjunct Faculty; Guest Lecturers; Project Supervisors; etc.] in the education effort of the Program.
While modalities will be fine-tuned with the Program's progress, it is envisaged that such Overall Evaluation exercises will be carried out yearly, following the first graduation.

Figure 2: Overall Assessment of the Public Health Training Program



17. Financial Analysis

The specific table, in the Annexes, detailing financial characteristics of PHTP has been constructed with these elements in mind:

- **Costs:** these include Teaching Staff salaries and other emoluments; travel and DSA [Daily Subsistence Allowances], where warranted; all are priced at current rates [2008]; and an element of contingencies / consumables.

- **Revenues:** the main factor in this respect is the tuition fees from students, computed as $ 95.00 per credit, multiplied by 3 credits per Course, and by 10, as the minimum number of students that would make the offering of a Course, and indeed of the entire program, a worthwhile effort.

- **Shortfalls or net-income:** these quantities were determined by the arithmetic subtraction of the estimated **costs** from the expected **revenues**: Annex 9.5 displays the relevant details, also showing at which point in time PHTP may well become a budgetary asset to COM – FSM [Year Five, 2013], for the proposed **combined delivery strategy** [Plans A and B].

18. Annexes: they appear, in the following pages, in this order:

9.7 Plan A

9.8 Plan B

9.9 Plan C

9.10 [9.4.1 to 9.4.6] Timetables and schedules of Courses, 2009 - 2014

9.11 Financial and Manpower Resources Requirements

9.12 Student Academic Assessment details

Annex 9.1 - PH Courses offering schedule for Palikir and Pohnpei Campuses - Plan A			[12 August 08]
	Palikir and Pohnpei [PNI] PHTP Instructors' teaching loads	**Resources required at each Campus [Palikir - Pohnpei]**	**Cumulatively, these 2 Campuses**
2009	Deliver PH 041 - PH 051 - PH 052 [3 Courses] on National Campus [Palikir], during daytime; and also [3 Courses] on the Pohnpei Campus, or at the Hospital / Division of Health Services, evenings. **In total = 6 Courses.**	Faculty, for both Campuses: 2, full-time; salaries: for the Coordinator / Teacher = 8 months x USD 4 000 [flat rate] = USD 32 000.00 **[see note A]**. for the Teacher = 10 months x USD 3 000 [flat rate] = USD 30 000 **[see note B]** Consumables/ Contingencies = USD 1 000.	Faculty, for both Campuses = 2, full-time; salaries = USD 62 000.00 **[see notes A & B]**. Consumables/Comtingencies = USD 2 000.00. **Total = USD 64 000.00**
		expected tuition revenues > > >	*at least = USD 17 100.*
		expected shortfall > > >	*about = USD 46 900.*
2010	Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 [9 Courses] on National Campus [Palikir], during daytime; and also [9 Courses] on the Pohnpei Campus, or at the Hospital / Division of Health Services, evenings. **In total = 18 Courses.**	Faculty, for both Campuses: 2, full-time and 1 part-time; salaries = 2 full-time [4 000 + 3 000] x 12 months = USD 84 000; 1 part-time, for 15 credits [3 x 5 Courses] x USD 420.10 = USD 6 301.50. Consumables/ Contingencies = USD 1 000.	Faculty, for both Campuses: 2, full-time and 1 part-time; salaries = 2 full-time [4 000 + 3 000] x 12 months = USD 84 000; 1 part-time, for 15 credits x USD 420.10 = USD 6 301.50. Consumables/ Contingencies = USD 2 000. **Total = USD 92 301.50**
		expected tuition revenues > > >	*at least = USD 51 300.*
		expected shortfall > > >	*about = USD 43 522.10.*
2011	Deliver **all 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251 [15 Courses] on National Campus [Palikir], during daytime; and also [15 Courses] on the Pohnpei Campus, or at the Hospital / Division of Health Services, evenings. **In total = 30 Courses.**	Faculty, for both Campuses: 3, full-time; salaries = 2 full-time ["flat rate"] x 12 months = USD 84 000; 1 full-time = USD 16 094. Consumables/ Contingencies = USD 1 000.	Faculty, for both Campuses: 3, full-time; salaries = 2 full-time["flat rate"] x 12 months = USD 84 000; 1 full-time = USD 16 094.00. Consumables/ Contingencies = USD 2 000. **Total = USD 102 094.00**
		expected tuition revenues > > >	*at least = USD 85 500.*
		expected shortfall > > >	*about = USD 16 594.00.*
Assumptions:			
1	Each COM-FSM National Instructor would teach the PHTP Courses assigned to him / her **both on National Campus in Palikir [daytime], and at the Pohnpei Campus of COM-FSM or at the Hospital / Division of Health Services [evenings].** Their expected "load" would not exceed 5 Courses / Semester, or 10 Courses / year, each.		
2	At least 10 students, each paying a tuition fee of USD 95 x 3 credits, would attend each Class, for a total of USD 2 850 / Course.		
3	The students enrolled into PHTP would also need to take 18 COM-FSM existing Courses, as per approved Curriculum [GE Courses and HATP Courses], thus bringing added revenue at no or marginal added cost.		
Notes:			
A	The PHTP Coordinator / Teacher is currently supported [Palau AHEC] until 30 April 2009. Thereafter, a "flat rate, after tax" of USD 4 000/ month is proposed.		
B	The PHTP Teacher is currently supported [Palau AHEC] until 28 February 2009. Thereafter, a "flat rate, after tax" of USD 3 000/ month is proposed.		

Annex 9.2 - PH Courses offering schedule for Chuuk, Kosrae and Yap Campuses [with Palikir support] - Plan B			[12 August 08]
	Chuuk [TKK] - Kosrae [KSA] - and Yap [YAP] PHTP Instructors' teaching loads and public Health "induction"	**Resources required at each Campus [Chuuk - Kosrae - Yap]**	**Cumulatively, these 3 Campuses**
2009	A. Become familiar with the PHTP Courses and Program structure; B. Take the PHTP Courses offered in KSA: PH 041 - PH 051 - PH 052; C. Deliver PH 041 - PH 051 - PH 052 on Campus, and also at the State Hospital / Health Services Division. **in total = 6 Courses in each State = 18 Courses.**	Faculty: 1, full-time; salary: USD 16 094.00. Travel, airfares to KSA [in USD] = 1 764.53/ ex YAP; 920.85/ ex TKK; 459.90/ ex PNI; x 3 States = USD 3 145.28/ Course. DSA / per diem: USD 119 x 30 days x 3 Courses = USD 10 710. Consumables/ Contingencies = USD 1 000.	Faculty = 3, full-time; salaries: USD 48 282.00. Travel = USD 9 435.84. DSA / per diem = USD 32 130. Consumables/Contingencies = USD 3 000.00. **Total = USD 92 847.84.**
	National Senior Faculty Member to deliver PH 041 - PH 051 - PH 052 in KSA, possibly in Feb. - Apr. - Sep., 2009 [Public Health "induction"]		Travel, airfares to KSA=USD 459.90 x 3 Courses = USD 1 379.70 DSA / Per diem=USD 119 x 30 days x 3 Courses = USD 10 710.00 Incentive in KSA and overload in Palikir, USD 100/ credit x 9 credits = USD 900. **Total = 12 989.70**
		expected tuition revenues > > >	*at least = USD 51 300.*
		expected shortfall > > >	*about = USD 54 537.54.*
2010	A. Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 151 [6 Courses] on Campus, during daytime, and also [6 Courses] at the State Hospital / Division of Health Services, evenings; B. Take the PHTP Courses offered in KSA: PH 111 - PH 112 - PH 151; **in total = 12 courses in each State = 36 Courses.**	Faculty: 2, full-time; salaries: USD 16 094.00 x 2= USD 32 188.00. Travel, airfares to KSA = USD 3 145.28/ Course [see above]. DSA / per diem = USD 10 710 [see above]. Consumables/ Contingencies = USD 1 000.	Faculty = 6, full-time; salaries = USD 96 564.00. Travel = USD 9 435.84. DSA / per diem = USD 32 130.00. Consumables/Contingencies = USD 3 000.00. **Total = USD 141 129.84.**
	National Senior Faculty Member to deliver PH 111 - PH 112 - PH 151 in KSA, possibly in Feb. - Apr. - Sep., 2010 [Public Health "induction"]		Travel, airfares to KSA=USD 459.90 x 3 Courses = USD 1 379.70 DSA / Per diem=USD 119 x 30 days x 3 Courses = USD 10 710.00 Incentive in KSA and overload in Palikir, USD 100/ credit x 9 credits = USD 900. **Total = 12 989.70**
		expected tuition revenues > > >	*at least = USD 102 600.*
		expected shortfall > > >	*about = USD 51 519.54.*

2012	A. Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 251 [12 Courses] on Campus, daytime, and also [12 Courses] at the State Hospital / Division of Health Services, evenings; B. Take the PHTP Courses offered in KSA: PH 211 - PH 212 - PH 251; **in total = 24 Courses in each State = 72 Courses.**	Faculty: 3, full-time; salaries = USD 16 094.00 x 3= USD 48 282.00. Travel, airfares to KSA = USD 3 145.28/ Course [see above] DSA / per diem = USD 10 710 [see above]. Consumables/ Contingencies = USD 1 000.	Faculty = 9, full-time; salaries = USD 144 846.00. Travel = USD 9 435.84. DSA / per diem = USD 32 130. Consumables/Comtingencies = USD 3 000.00. **Total = USD 189 411.84**
	National Senior Faculty Member to deliver PH 211 - PH 212 - PH 251 in KSA, possibly in Feb. - Apr. - Sep., 2012 [Public Health "induction"]		Travel, airfares to KSA=USD 459.90 x 3 Courses = USD 1 379.70 DSA / Per diem=USD 119 x 30 days x 3 Courses = USD 10 710.00 Incentive in KSA and overload in Palikir, USD 100/ credit x 9 credits = USD 900. **Total = 12 989.70**
		expected tuition revenues > > >	*at least = USD 205 200.*
		expected net income > > >	*about = USD 2 798.46.*
2013	A. Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221- PH 231 - PH 241 - PH 251 [15 Courses] on Campus, daytime, and also [15 Courses] at the State Hospital / Division of Health Services, evenings; B. Take the PHTP Courses offered in KSA: PH 221 - PH 231 - PH 241; **in total = 30 Courses in each State = 90 Courses.**	Faculty: 3, full-time; salaries = USD 16 094.00 x 3= USD 48 282.00. Travel, airfares to KSA = USD 3 145.28/ Course [see above]. DSA / per diem = USD 10 710 [see above]. Consumables/ Contingencies = USD 1 000.	Faculty = 9, full-time; salaries = USD 144 846.00. Travel = USD 3 145.28. DSA / per diem = USD 10 710 Consumables/Comtingencies = USD 3 000.00. **Total = USD 189 411.84.**
	National Senior Faculty Member to deliver PH 221 - PH 231 - PH 241 in KSA, possibly in Feb. - Apr. - Sep., 2013 [Public Health "induction"]		Travel, airfares to KSA=USD 459.90 x 3 Courses = USD 1 379.70 DSA / Per diem=USD 119 x 30 days x 3 Courses = USD 10 710.00 **Total = 12 089.70**
		expected tuition revenues > > >	*at least = USD 256 500.*
		expected net income > > >	*about = USD 54 098.46.*
2014	Deliver **all 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251 [15 Courses] on Campus, daytime, and also [15 Courses] at the State Hospital / Division of Health Services, evenings; **in total = 30 Courses in each State = 90 Courses.**	Faculty: 3, full-time; salary = USD 16 094.00 x 3= USD 48 282.00. Consumables/ Contingencies = USD 1 000.	Faculty = 9, full-time; salaries = USD 144 846.00. Consumables/Comtingencies = USD 3 000.00. **Total = USD 147 846.00**
		expected tuition revenues > > >	*at least = USD 256 500.*
		expected net income > > >	*about = USD 95 664.30.*

Assumptions:			
1	Prospective PHTP Instructors should be themselves "inducted", by attending Classes offered in Kosrae, where a Senior PHTP Instructor will teach each Course in the "4 weeks, compacted" mode, to a combined Class of high school leavers, Kosrae Health Services Staff currently employed, and the COM-FSM part-time prospective Instructors from each Campus.		
2	Each COM-FSM Instructor would teach up to 5 PHTP Courses assigned to him / her for each Semester, both on Campus and at the State Hospital / Division of Health Services.		
3	The State Campus COM-FSM Instructors for PHTP Courses would alternate as "trainees" at the Kosrae offerings of the Courses, one at each offering.		
4	At least 10 students, each paying a tuition fee of USD 95 x 3 credits, would attend each Class, for a total of USD 2 850 / Course.		
5	At least 6 Courses in 2009; 12 Courses in 2010; 18 Courses in 2011; 24 Courses in 2012; and 30 PHTP Courses would be delivered in 2013, and thereafter, at each COM - FSM Campus.		
6	The students enrolled into PHTP would also need to take 18 COM-FSM existing Courses, as per approved Curriculum [GE Courses and HATP Courses], thus bringing added revenue at no or marginal added cost.		

Annex 9.3 - PH Courses offering schedule for Chuuk, Kosrae and Yap Campuses - Plan C			[12 August 08]
	State Campuses PHTP Instructors' teaching loads	**Resources required at each State Campus [KSA - TKK - YAP]**	**Cumulatively, these 3 Campuses**
2009	Deliver PH 041 - PH 051 - PH 052 [3 Courses] on Campus, during daytime; and also [3 Courses] at the State Hospital / Division of Health Services, evenings. **In total = 6 Courses in each State = 18 Courses.**	Faculty, for each Campus: 1, full-time; salary: USD 16 094.00. Consumables/ Contingencies = USD 1 000.	Faculty, for the 3 Campuses = 3, full-time; salaries = USD 48 282.00. Consumables/Comtingencies = USD 3 000.00. **Total = USD 51 282.00**
		expected tuition revenues > > >	*at least = USD 51 300.*
		expected net income > > >	*about = USD 18.00.*
2010	Deliver PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 [9 Courses] on Campus, during daytime; and also [9 Courses] at the State Hospital / Division of Health Services, evenings. **In total = 18 Courses in each State = 54 Courses.**	Faculty, for each Campus: 2, full-time and 1 part-time; salaries: 2 full-time = USD 32 188.00; 1 part-time, for 6 credits [3 x 2 Courses] x USD 420.10/ credit = USD 2 520.60. Consumables/ Contingencies = USD 1 000.	Faculty, for the 3 Campuses: 6, full-time and 3 part-time; salaries: 6 full-time = USD 96 364.00; 3 part-time, for 6 credits[3 x 2 Courses] each x USD 420.10 = USD 7 561.80. Consumables/ Contingencies = USD 3 000. **Total = USD 106 925.80.**
		expected tuition revenues > > >	*at least = USD 153 900.*
		expected net income > > >	*about = USD 46 974.20.*
2011	Deliver **all 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251 [15 Courses] on Campus, during daytime; and also [15 Courses] at the State Hospital / Division of Health Services, evenings. **In total = 30 Courses in each State = 90 Courses.**	Faculty, for each Campus: 3, full-time; salaries: 3 full-time = USD 48 282.00; Consumables/ Contingencies = USD 1 000.	Faculty, for the 3 Campuses: 9, full-time; salaries: 9 full-time = USD 144 846.00; Consumables/ Contingencies = USD 3 000.00. **Total = USD 147 846.00.**
		expected tuition revenues > > >	*at least = USD 256 500.*
		expected net income > > >	*about = USD 108 654.00.*
Assumptions:			
1	Each full-time Instructor would teach the PHTP Courses assigned to him / her **both on State Campus [daytime], and at the State Hospital / Division of Health Services [evenings].** Their expected "load" would not exceed 5 Courses / Semester, or 10 Courses / year, each.		
2	At least 10 students, each paying a tuition fee of USD 95 x 3 credits, would attend each Class, for a total of USD 2 850 / Course.		
3	The students enrolled into PHTP would also need to take 18 COM-FSM existing Courses, as per approved Curriculum [GE Courses and HATP Courses], thus bringing added revenue at no or marginal added cost.		

Annex 9.4.1 - PHTP Courses schedule, all offerings, by year

[12 August 08]

year	National PHTP Teachers			KSA - PKK - YAP State Campuses PHTP Teachers
	Palikir Campus [daytime]	PNI Campus / H. Services [evenings]	KSA Campus [4 - week comptacted]	
2009	PH 041 - PH 051 - PH 052 **total = 3 Courses**	PH 041 - PH 051 - PH 052 **total = 3 Courses**	PH 041 - PH 051 - PH 052 **total = 3 Courses**	PH 041 - PH 051 - PH 052, delivered both on Campus and at the State Hospital / Health Services. **total = 3 Courses / each Campus.**
2010	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 **total = 9 Courses**	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 **total = 9 Courses**	PH 111 - PH 112 - PH 151 **total = 3 Courses**	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 151, delivered both on Campus and at the State Hospital / Health Services. **total = 6 Courses / each Campus.**
2011	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	PH 121 - PH 131 - PH 141 **total = 3 Courses**	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151, delivered both on Campus and at the State Hospital / Health Services. **In total = 9 Courses / each Campus.**
2012	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	PH 211 - PH 212 - PH 251 **total = 3 Courses.** **In**	PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH211 - PH 212 - PH 251, delivered both on Campus and at the State Hospital / Health Services. **In total = 12 Courses / each Campus.**
2013	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	PH 221 - PH 231 - PH 241 **total = 3 Courses.** **In**	**All 15 PHTP Courses, at each Campus:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251, delivered both on Campus and at the State Hospital / Health Services. **In total = 30 Courses.**
2014	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.	**All 15 PHTP Courses:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251.		**All 15 PHTP Courses, at each Campus:** PH 041 - PH 051 - PH 052 - PH 111 - PH 112 - PH 121 - PH 131 - PH 141 - PH 151 - PH 211 - PH 212 - PH 221 - PH 231 - PH 241 - PH 251, delivered both on Campus and at the State Hospital / Health Services. **In total = 30 Courses.**

Assumptions:

1	Each COM-FSM National Instructor would teach the PHTP Courses assigned to him / her **both on National Campus in Palikir [daytime], and at the Pohnpei Campus of COM-FSM or at the Hospital / Division of Health Services [evenings].** Their expected "load" would not exceed 5 Courses / Semester, or 10 Courses / year, each.
2	Each State Campus Instructor would likewise teach the PHTP Courses assigned to him / her both on Campus [daytime], and at the State Hospital / Division of Health Services [evenings]. Their expected "load" would would not exceed 5 Courses / Semester, or 10 Courses / year, each.
3	At least 10 students, each paying a tuition fee of USD 95 x 3 credits, would attend each Class, for a total of USD 2 850 / Course.
4	The students enrolled into PHTP would also need to take 18 COM-FSM existing Courses, as per approved Curriculum [GE Courses and HATP Courses], thus bringing added revenue at no or marginal added cost.

Annex 9.4.2 Proposed 2009 Course Schedule - PHTP for Palikir and Pohnpei Campuses					
Courses to be offered at Palikir, daytime; and at the PNI Campus, evenings					12-Aug-08
CABPH Certificate of Achievement in Basic Public Health					
GE		ex "HATP"		PH	
Spring Semester					
Course	**Teacher**	**Course**	**Teacher**	**Course**	**Teacher**
ESL 079 Study skills	COM-FSM Palikir Faculty	PH 069 Dental Health	COM-FSM PNI Faculty	PH 052 Essential PH Functions	PHTP Teachers: mornings and evenings
ESL 089 Reading V	COM-FSM Palikir Faculty				
MS 099 Intermediate Algebra	COM-FSM Palikir Faculty				
Summer Session					
Course	**Teacher**	**Course**	**Teacher**	**Course**	**Teacher**
SC 094 Family Health	COM-FSM Palikir Faculty			PH 053 Practiticum Placement in a Public Health Service	Public Health Facility Supervisor
Fall Semester					
Course	**Teacher**	**Course**	**Teacher**	**Course**	**Teacher**
ESL 099 Writing V	COM-FSM Palikir Faculty	PH 049 Behavioural Health	COM-FSM PNI Faculty	PH 041 Community Education	PHTP Teachers: mornings and evenings
		PH 079 First Aid	COM-FSM PNI Faculty	PH 051 Introduction to Information Systems for Health Managers	PHTP Teachers: mornings and evenings

Annex 9.4.3 Proposed 2010 Course Schedule - PHTP for Palikir and Pohnpei Campuses			
Courses to be offered at Palikir, daytime; and at the PNI Campus, evenings			12-Aug-08
ACAPH Adbvanced Certificate of Achievement in Public Health			
GE		**PH**	
Spring Semester			
Course	**Teacher**	**Course**	**Teacher**
MS 109 Math for Public Health	COM-FSM Palikir Faculty or PHTP Faculty	PH 111 Introduction to Basic Epidemiology and Biostatistics	PHTP Teachers: mornings and evenings
		PH 121 Environmental Prevention and control of Disease	PHTP Teachers: mornings and evenings
CA 100 Introduction to Computing	COM-FSM Palikir Faculty	PH 151 Introduction to Pacific Health Care Systems and Traditional Medicine	PHTP Teachers: mornings and evenings
Summer Session			
Course	**Teacher**	**Course**	**Teacher**
ESS 100 Exercise Sport Science	COM-FSM Palikir Faculty	PH 131 Food and nutrition in the Life Cycle	PHTP Teachers: **evenings only**
Fall Semester			
Course	**Teacher**	**Course**	**Teacher**
EN 110 Advanced Reading	COM-FSM Palikir Faculty	PH 112 Introduction to Epi Info and Computing for Public Health	PHTP Teachers: mornings and evenings
EN 120a Expository Writing	COM-FSM Palikir Faculty	PH 131 Food and nutrition in the Life Cycle	PHTP Teachers: **mornings only**
		PH 141 Principles of Health Promotion	PHTP Teachers: mornings and evenings

Annex 9.4.4 Proposed 2011 Course Schedule - PHTP for Palikir and Pohnpei Campuses			
Courses to be offered at Palikir, daytime; and at the PNI Campus, evenings			12-Aug-08
ASDPH Associate of Science Degree in Public Health			
GE		**PH**	
Spring Semester			
Course	**Teacher**	**Course**	**Teacher**
EN 120a Expository Writing II	COM-FSM Palikir Faculty	PH 211 Introduction to Health Research, National Health Research Systems, Research Writing and Critical Appraisal of Health Literature	PHTP Teachers: mornings and evenings
SS 150 History of Micronesia	COM-FSM Palikir Faculty	PH 212 Surveillance, Identification and Management of an Outbreak	PHTP Teachers: mornings and evenings
		PH 221 Occupational Health and Safety	PHTP Teachers: mornings and evenings
Summer Session			
Course	**Teacher**	**Course**	**Teacher**
ESS/SC 200 Fundamentals of Wellness and Physical Fitness	COM-FSM Palikir Faculty	PH 241 Case Studies and Special Issues in Health Promotion	PHTP Teachers: mornings and evenings
Fall Semester			
Course	**Teacher**	**Course**	**Teacher**
HUMANITIES: any 3-credit Course [Art-Culture-History-Language-Music-Philosophy	COM-FSM Palikir Faculty	PH 231 Food, Nutrition and Lifestyle Diseases	PHTP Teachers: mornings and evenings
SC 117 Tropical Pacific Islands Environment	COM-FSM Palikir Faculty	PH 251 Management of Health Information Systems and Epidemiology	PHTP Teachers: mornings and evenings

Annex 9.5 - PHTP Resouces Requirements, by year

[12 August 08]

	year	Plan A	Plan B	Plan C	Plans A + B	Plans A + C	remarks
revenues	2009	17 100.00	51 300.00	51 300.00	68 400.00	68 400.00	based on: USD 95 x credit x Course x 10 students in each Class = USD 2 850 / Course
	2010	51 300.00	102 600.00	153 900.00	153 900.00	205 200.00	
	2011	85 500.00	153 900.00	256 500.00	239 400.00	342 000.00	
	2012	85 500.00	205 200.00	256 500.00	290 700.00	342 000.00	
	2013	85 500.00	256 500.00	256 500.00	342 000.00	342 000.00	
	2014	85 500.00	256 500.00	256 500.00	342 000.00	342 000.00	
costs	2009	64 000.00	105 837.54	51 282.00	169 837.54	115 282.00	salaries: see "Instructors", below
	2010	92 301.50	154 119.54	106 925.80	246 421.04	199 227.30	
	2011	102 094.20	161 681.34	147 846.00	263 775.54	249 940.20	travel and DSA: see individual **Plan** tables
	2012	102 094.20	202 401.54	147 846.00	304 495.74	249 940.20	
	2013	102 094.20	202 401.54	147 846.00	304 495.74	249 940.20	Consumables / Contingencies: USD 1 000 x Campus x year
	2014	102 094.20	160 837.70	147 846.00	262 931.90	249 940.20	
net income [shortfalls]	2009	(46 900.00)	(54 537.54)	**18.00**	(101 437.54)	(46 882.00)	
	2010	(41 001.50)	(51 519.54)	**46 974.20**	(92 521.04)	**5 972.70**	
	2011	(16 594.20)	(7 781.34)	**108 654.00**	(24 375.54)	**92 059.80**	
	2012	(16 594.20)	**2 798.46**	**108 654.00**	(13 795.74)	**92 059.80**	
	2013	(16 594.20)	**54 098.46**	**108 654.00**	**37 504.26**	**92 059.80**	
	2014	(16 594.20)	**95 662.30**	**108 654.00**	**79 068.10**	**92 059.80**	
Instructors	2009	2 full - time	3 full - time	3 full - time	5 full - time	5 full - time	2 full-time at "flat rate" = USD 84 000 / year; each "full-time" = USD 16 094 / year
	2010	2 full - and 1 part - time	6 full - time	6 full - and 3 part - time	8 full - and 1 part - time	8 full - and 4 part - time	
	2011	3 full - time	6 full - time	9 full - time	9 full - time	12 full - time	each part-time = USD 420.10 x 3 credits = USD 1 260.30 / Course
	2012	3 full - time	9 full - time	9 full - time	12 full - time	12 full - time	
	2013	3 full - time	9 full - time	9 full - time	12 full - time	12 full - time	
	2014	3 full - time	9 full - time	9 full - time	12 full - time	12 full - time	

Plan A = PHTP Courses are offered at the National COM-FSM Campus in Palikir, during daytime, and **also** at the Pohnpei Hospital / Division of Health Services in Kolonia, in the evenings.

Plan B = PHTP Courses are offered**, 3 Courses each year,** at the State COM-FSM Campus in Kosrae, in the "4 week - compacted" mode; thereafter, the PHTP Courses are offered at each State COM-FSM Campus during daytime, and **also** at each State Hospital / Division of Health Services in each State, in the evenings.

Plan C = PHTP Courses are offered at the 3 State COM-FSM Campuses in Chuuk, Kosrae and Yap, during daytime, and **also** at the 3 State Hospitals / Divisions of Health Services in each State, in the evenings.

Annex 9.6 – Student Academic Assessment Details

Formative Assessment

Formative Assessment is useful to students and faculty, both.

Students may receive their work back, in Formative Assessment, with comments, suggestions and, sometimes, a "formative mark": this helps students to monitor how well they do progress in the Course and to identify areas or topics that require greater effort or attention.

Formative Assessment provides Faculty with an understanding of what students know (and don't know) in order to adapt teaching and learning to meet students' needs, while the Course is still in progress.

Formative Assessment can consist of group discussions, presentations, written essays, portfolios, question and answer sessions, trial examination papers and tests. Whatever form they may take, Formative Assessment is done intermittently throughout the Course. These activities are not graded and therefore do not contribute to the overall Course Assessment. However, students are encouraged to take part in these activities for the purpose of self-evaluation, especially to gauge their own level of understanding and their progress. It is also an exercise to identify and iron out any "grey areas" with the Course Convener. (What is a "grey area"? Is it a subject, topic or specific joint about which a student is act completely clear or satisfied, and wished to receive some clarification or additional information).

Summative Assessment

The goal of Summative Assessment is to measure achievement or failure of students' knowledge and skills with respect to the intended learning outcomes of the Course.

Summative Assessments is divided into Continuous Assessment (tests, assignments, projects that are done during the Course) and the formal written Examination at the end of the Course. Summative Assessment measures student performance and is directly linked with decisions about progress, award, pass or failure. For each Course, Continuous Assessment and final Examination contribute, normally, by 50% each to the Summative Assessment, which is computed as 100% the value of each Course.

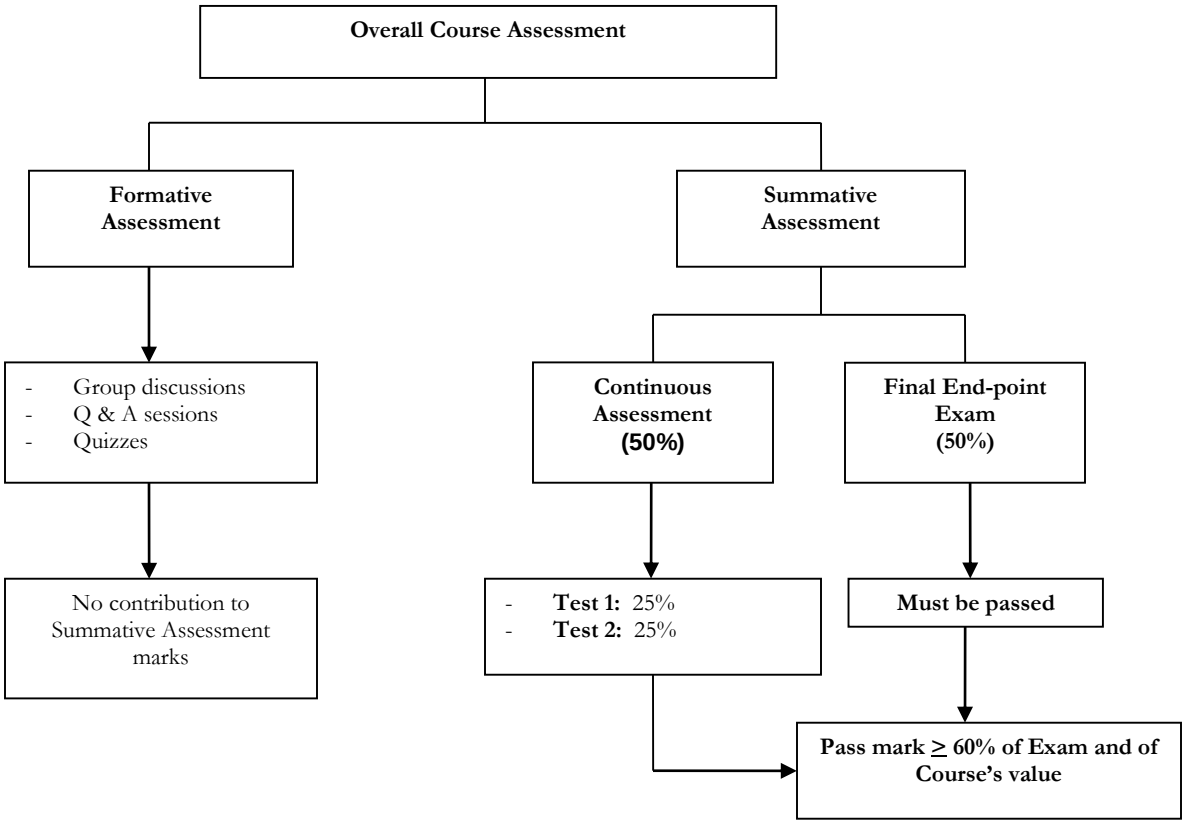
- Continuous Assessment: comprises, normally, two tests. Each test contributes to the Summative Assessment, as 25%.

- The final, end-point Exam paper: it is administered at the end of the Course. The Exam's value is 50% of the Course's Summative Assessment, and will focus on the all broader themes/ topics of the Course, and test the degree of integrated understanding that the student has gained in all the topics of the Course.

Both the Tests and the Exam are "closed books". Normally, 2 hours are allowed for each Test and 3 hours for the Exam.

IMPORTANT NOTE: for all PHTP Courses, the **Course passing mark is 60% of the total Summative Assessment value**, expressed as 100%; however, the **final Examination must also be passed.**

Figure 1: Outline of the Overall Assessment for PHTP Courses



A note: Plagiarism is defined, for the PHTP Courses, as submitting or presenting work in a Course as if it were the student's own work, done solely for that particular Course, when in fact it is not. Plagiarism may exist in the following forms:
The work submitted was done in part or whole by an individual other than the one submitting or present the work.
The whole work or parts of it are copied from another source without due reference.
A student submits, in one Course, work which has already been submitted in another Course, without prior arrangement with both Course Conveners.

GUIDING PRINCIPLES FOR THE MARKING OF COURSEWORK AND EXAMINATIONS

(INDICATIVE ONLY)

SCOPE of ESSAY and UNDERSTANDING of TOPIC	Unreflective personal comment, incoherent argument. Entirely copied. Complete misinterpretation of topic. Major presentation flaws.	Topic not fully covered. Discussion too brief. Poor use of quotations, with little explanation.	A reasonably balanced summary of the issues as reflected in the study materials. Some explanation, illustration, and support are provided from the literature.	Comprehensive exploration of topic with sound critical comments and a personal synthesis of issues shown.
STRUCTURE	Structure confused, not discernible, not explained.	No organizational statements. Essay really only restates the topic. Some major points missed.	Introduction sketches approach to the topic, and may foreshadow main themes of the argument and possibly the conclusion. Definitions provided in context. Main points discussed in logically sequential paragraphs. Summary and/or conclusion in final paragraph.	Clear and logical progression of ideas presented in a well planned, structured essay.
EVIDENCE of READING and KNOWLEDGE	No evidence of reading in text of essay. No acknowledgements or bibliography.	Reading not well integrated into text of essay. Insufficient support from literature. Limited acknowledgements and light bibliography.	The text of the essay shows that the Course materials have been read and acknowledged. An accurate bibliography is attached.	Extra references integrated into the argument. Detailed support from literature including extra references.
PRESENTATION (INCLUDING GRAMMAR)	Major flaws. Poor construction of sentences and paragraphs.	Minor flaws.	Most presentation details met, legibility, citations, A4 paper, due date. Good basic grammar.	Virtually flawless presentation. Excellent grammar.
GRADE and % RANGE	F = below 60%	C = 70% - 79% D = 60% - 69%	B = 80% - 89%	A = 90% - 100%
SIGNIFICANCE	Work below the standard required for a pass **Fail**	Pass **Average**	Pass with credit **Above average**	Pass with distinction **Superior**

Review of a Certificate Program

Faculty members review certificate programs following the same procedure as that for a degree program. Annual program assessment of student learning outcomes is completed each spring semester. Assessment forms, reports and examples are located on the COM-FSM TracDat website. Program review, which includes assessment of student learning outcomes, student achievement data and program viability data is completed on a two-year cycle. Program review form and detailed checklist are on the following pages.

Checklist for program review

_____ Program goals
_____ Program description
_____ Program certificate/degree requirements
_____ Program faculty
_____ Analysis
_____ Recommendations

_____ CAC review of recommendations

_____ Program history
_____ Program admission requirements
_____ Program courses and enrollment
_____ Program indicators (15 indicators)
_____ Findings
_____ Program review shared with program faculty

College of Micronesia-FSM Program Review Report Template.

(for Academic Programs)

AP Full Official			
Campus		AP Review Submission Date	
Completed by		AR Review Cycle	
Program Goals			
Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve.			

Program History

This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities.

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 features of the program, such as elements/resources for forward-looking new program contributions to the state's economy, or specialized program accreditation.

Program Admission Requirements

This section describes the requirements for admission into the program and other requisites.

Program Certificate/Degree Requirements

This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.

Program Courses and Enrollment

This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution.

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.

Program Indicators

This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following:

Assessment of course student learning outcomes of program courses	
Assessment of program student learning outcomes	
Program enrollment (historical enrollment patterns, student credits by major)	
Average class size	
Course completion rate	
Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs)	
Graduation rate based on yearly	

number	
Students seat cost	
Cost of duplicate or redundant courses, programs or services	
Students' satisfaction rate	
Alumni data	
Employment data and employer feedback (employer survey)	
Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC)	
Transfer rate	
Analysis	
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 expectation.	
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. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs.	

Form is newly revised. Previous Program Reviews are available at http://wiki.comfsm.fm/Academic_Programs Micronesian Studies is a very good example. Program Review checklist is on the next page.

Curriculum & Assessment Committee Program Review Checklist

Program: _____ **CAC Member:** _____

Date: _____

Please mark your response to the following statements (numbers before the statements represent the appropriate sections from the Appendix T Program Review):

Statement	Yes	NI (needs improvement or more information)	No
1. P**rogram:** The program is identified.			
2. **Review Period:** The review period is identified. Generally, this is a three-year period and is submitted in May, before the end of the spring semester.			
3. **Submitted by & Date:** The person directly responsible for completing the program review submits the review to the committee, through the division chair.			
4. **Date submitted:** Date submitted to supervisor.			
5. **Program Mission:** The approved program mission is included in the review. An effective program mission statement should be linked to the College mission statement and be written in a language so that students and parents can understand it. A mission statement might provide: • A brief history of the program and describe the philosophy of the program • The types of students it serves • The type of professional training it provides • The relative emphasis on teaching, scholarship, and service • Important characteristics of program graduates The mission should have previously been endorsed by the appropriate college committee and approved by the college President.			
a. **Program Goals:** The program 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 features 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 (Assessment worksheets #3, for three years). This is the most important part of the program evaluation. The data that will be collected and evaluated are the following:			
• Program enrollment			
• Graduation rate			
• Average class size			
• Student's seat cost			
• Course completion rate for the program			
• Students' satisfaction rate			
• Employment data and feedback			
• Transfer rate			
• Program's student learning outcomes (assessment worksheet #3, for two years)			

• Student's learning outcomes for program courses (course level assessment reports)			
• Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs)			
• Cost of duplicate or redundant courses, programs or services			
• Alumni data – is the person working, in what field, location, transfer to 4-year institution, did the college prepare this person for what he/she is doing			
• Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC)			
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.			

Notes & Comments from Reviewers (refer to appropriate section of the program review)

Non-Credit Training

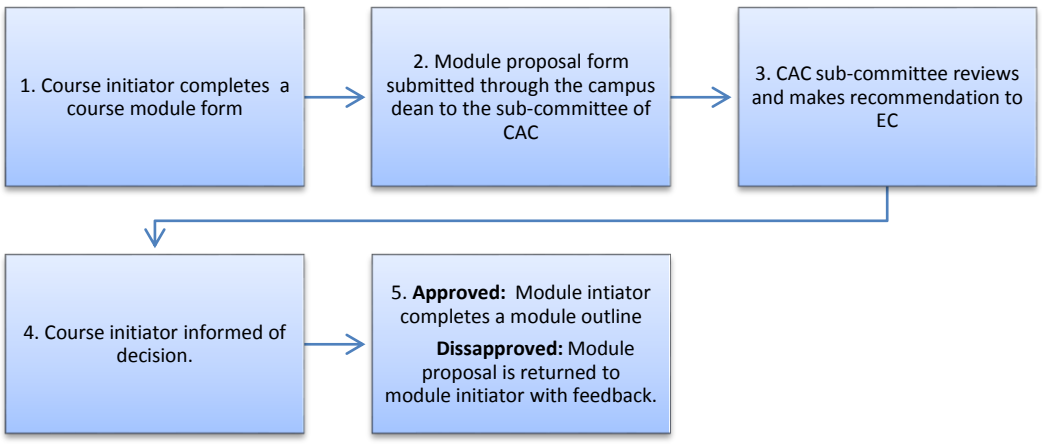
A wide range of non-credit modules and services are offered through the state campuses to meet the needs of business and industry as well as the community and special groups. These modules do not meet the requirements for college credits. Although there are no prerequisites for admissions into non-credit modules, a specific module may require some prior experience or knowledge of the subject for the student to obtain maximum benefit. A Certificate of Completion is awarded for modules that offer a minimum of 30 contact hours. A Certificate of Attendance is awarded for the completion of a module that focuses on development of specific occupational skills and is less than 30 contact hours.

- All non-credit modules are assigned the alpha "CEU."
- Tuition and fees vary depending on the length of the module(s).
- The instructional coordinator submits an evaluation for non-credit training to the vice president for instructional affairs after completion of the module(s) or service.

A faculty member, an academic division, an administrator or a concerned citizen may initiate a proposal for non-credit training. A new non-credit module proposal must be reviewed by a sub-committee of the Curriculum and Assessment Committee and approved by the president. The non-credit module sub-committee is comprised of:

- Dean of academic programs or director of career and technical education,
- Curriculum and assessment committee chair, and
- Three appointed experts in the subject matter from any combination of staff, faculty and/or the community.

You are to follow the procedures below when submitting a new non-credit module proposal for review.



The Pathway for Non-Credit Module Proposal Request

How to Propose a Non-credit Module Proposal Request

1. Module initiator obtains the course proposal form (form located on the following page) from the committee chair or the campus dean and completes it.

2. The module initiator submits the completed course proposal form through the campus dean or the appropriate on-campus staff for review and submission to the sub-committee of the Curriculum and Assessment Committee.

3. The CAC sub-committee reviews the proposal and makes a recommendation to the Executive Committee.

4. If EC approves the request, the module initiator is informed of this action thru the campus dean or committee chairperson.

5. The module initiator prepares the module outline if the module proposal is approved.

6. Disapproved proposal requests are returned to the appropriate state campus or person initiating the request with feedback.

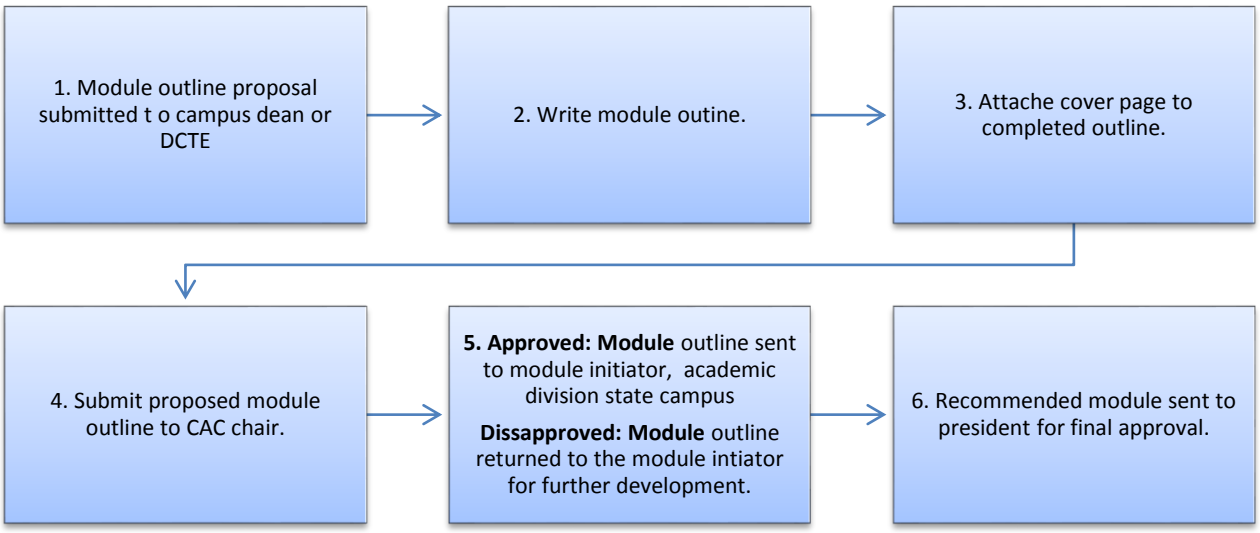
College of Micronesia-FSM Course Proposal Request Form

Course Title:	Division:	Initiator:
Hours Per Week Lecture: Lab: Total		
Course Objectives		
Course Description		
Justification for offering this course in the program		
Institutional Cost:		
Decision: ____Approved _____Not Approved Comment:		
Chairperson, Academic Division	Date:	

An example of filled-out Course Proposal Request Form is not available.

How to Gain Approval of a Non-credit Module Outline

Approval of a non-credit module outline is the same as for a credit bearing course outline. You follow the procedures below:



The Pathway for Completing a Non-credit Module Outline

You follow these six steps to create a non-credit module outline.

1. Submit a non-credit module outline proposal to the campus dean or DCTE.
2. Write the module outline based on the accepted format if the proposal is approved.
3. Complete and attach a cover page to the module outline.

> ***Hint***
> *Review course outline rubric for accepted responses on each section of the course outline form.*

4. Submit the proposed non-credit module outline to the committee chair thru the campus dean or appropriate National campus staff.
5. The sub-committee of the Curriculum and Assessment Committee reviews and ensures the module quality, and the committee chair signs the module cover page. The module is sent back to the author if the CAC sub-committee doesn't accept it along with feedback.
6. The recommended module is forwarded to the president for final action. The committee chair informs all concerned of the president's final action.

Checklist for non-credit module outline

_____Module proposal approved
_____Draft outline reviewed for editing
_____CAC sub-committee recommends for approval
_____VPIA signs for endorsement to

_____Cover Page complete
_____Outline meets rubric standards
_____CAC chair signs for recommendation

_____ President signs for approval

(1) INSTITUTIONAL LEARNING OUTCOMES (ILOs): The student will be able to:
[ ] Communicate effectively. [ ] Employ critical thinking (& problem solving). [ ] Possess specific knowledge and skills in a major discipline or professional program of study [ ] Take responsibility and develop skills for learning. [ ] interact responsibly with people, cultures and their environment.
(2) PROGRAM LEARNING OUTCOMES (PLOs): The student will be able to:
1.
2.
3.
4.

(3) PLOS AND ILOS MATRIX

PLOs	ILO1	ILO2	ILO3	ILO4	ILO5
1					
2					
3					
4					

(4) STUDENT LEARNING OUTCOMES (SLOs) GENERAL: The student will be able to:
1.
2.
3.
4.
5.
6.

(5) PLOs AND SLOs MATRIX
I = introduced
D = demonstrated
M = mastered

SLO	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**
1					
2					
3					
4					
5					
6					

(6) STUDENT LEARNING OUTCOMES (SLOs) SPECIFIC: The student will be able to:

General SLO 1:

Student Learning Outcome	Assessment Strategies
1.1	

1.2	
1.3	
1.4	
General SLO 4:	
Student Learning Outcome	Assessment Strategies
4.1	
4.2	
4.3	
4.4	
General SLO 6:	
Student Learning Outcome	Assessment Strategies
6.1	
6.2	
(7) COURSE CONTENT	
(8) METHOD OF INSTRUCTION	[ ] Lecture [ ] Cooperative learning [ ] Laboratory groups [ ] Audio visual exercises [ ] In-class [ ] Demonstrations [ ] Other
(9) REQUIRED TEXT(S) AND COURSE MATERIALS	
(10) REFERENCE MATERIALS	
(11) INSTRUCTIONAL COSTS	
(12) EVALUATION	
(13) CREDIT BY EXAMINATION	

Form revised to include ILOs. An example of the old filled-out Course Outline Form appears at www.comfsm.fm/?q=node/180.

College of Micronesia-FSM Course Outline Rubric

	4 Excellent	3 Good	2 Poor	1 Unacceptable
Format	Follows specified format including cover page and textbook and references in either MLA or APA* style. (See Curriculum Handbook)	All sections are in order and complete, not more than one error in textbook or reference material listing.	Many items out of order; book information not in proper style, and/or sections missing	Author used own format.
Structure	No errors in grammar or spelling.	N/A	N/A	1 or more errors in grammar or spelling.
Student Learning Outcomes - General	All general SLOs state what a student will be able to know, do or value.	Most general SLOs state what a student will be able to know, do or value.	Some general SLOs state what a student will be able to know, do or value.	Few general SLOs state what a student will be able to know, do or value.
Student Learning Outcomes - Specific	Written as a SMART* objective. Outcome is written using a verb that clearly communicates the depth of processing (see Bloom's taxonomy). Outcome specifies a behavior, the condition, and the criterion. Specific SLOs are aligned with the general SLOs.	SLOs are missing one of the conditions listed under excellent: a)	SLOs are missing more than one of the conditions listed under excellent: a) b) c)	SLOs are not measureable; do not specify a behavior, condition or criterion.
Assessment Strategies *Assessment strategies recommending a unit exam, mid-term exam, or final exam, etc. should be referred to as exam only.	All assessment strategies must meet the following criteria: • Valid – directly reflects the learning outcome being assessed • Reliable-gives the same results on successive trials and/or may include inter-rater reliability when subjective judgments are made. • Both formative and summative At least one assessment strategy must be authentic • Authentic – relates student's abilities to real world contexts	Most assessment strategies lack one of the criteria mentioned under excellent OR strategies don't match SLOs: List criterion that is missing a)	Some assessment strategies lack two of the criteria mentioned under excellent OR strategies don't match SLOs: List criteria that are missing a) b)	Few assessment strategies lack two or more of the criteria mentioned under excellent OR strategies don't match with the SLOs OR there is no authentic assessment strategy in the course outline.
Course Content	List of general concepts to be covered in the course. (Not textbook	N/A	N/A	List reads like the chapters of a textbook OR is too general.

	chapter listing)			
Methods of instruction	List of possible different methods of instruction.	N/A	N/A	Only one method of instruction listed.
Instructional Supplies, Equipment, Materials & Needs	List all **unusual** supplies, equipment, materials and needs the College should be prepared to have available. If there are no unusual costs, the word "None." should be written.	List includes regular course materials such as notebooks, projector, etc.	List is only regular course materials.	Section is left blank.
Evaluation	Provide information only when special circumstances must be met for the course such as "students must achieve 70% mastery or a "C" to pass this course." If there are no unusual conditions for evaluation, the word "None." should be written.			Section is left blank.
Credit-by-examination	Write, "None," if there is no exam. If there is an exam, list the time(s) the exam is given and which division to contact.			Not addressed.

*APA – American Psychiatric Association, MLA – Modern Language Association
**SMART objective – Specific, Measurable, Attainable, Relevant and Time-bound objectives.

College of Micronesia-FSM Non-Credit Course Outline: Cover Page

1) GENERAL INFORMATION:			
COM-FSM address	COM-FSM, PO BOX 159, Pohnpei, Kolonia, FM96941		
Course title:	Campus:	Initiator:	Date:
Course description:			
2) Course contact hours: Lecture: Laboratory: Workshop: TOTAL Non-Credit Units:			
Purpose of course	[ ] Certificate of Completion [ ] Certificate of Attendance [ ] Other		
CAC chair signature:		**Date recommended:**	
VPIA, COM-FSM signature:		**DATE endorsed:**	
President, COM-FSM signature:		**Date approved:**	

Evaluation of Non-Credit Module(s)

The instructional coordinator submits an evaluation for each non-credit module to the vice president for instructional affairs (VPIA) after completion of the module or service. All participants must complete a Training Evaluation Form and the instructional coordinator completes the Training Report Form below.

College of Micronesia-FSM Non-credit Training Evaluation Form

Instructor Name:	**Course/Training Title & Date:**				
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 a regular schedule and uses 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. Lectures clearly and paces lessons with activities.	1	2	3	4	5
9. Utilizes resources, tools, equipment and technology.	1	2	3	4	5
10. Well prepared and organized for the training.	1	2	3	4	5
11. Training session met my expectations.	1	2	3	4	5
Comments:					

College of Micronesia-FSM Non-Credit Module/Training Report

Module/Training Name:		**Training Dates:**	
Contact Hours:	**State:**	**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 understand and use the material, etc.)			
Recommendations:			
Instructor Signature:	Date:	Administrator Signature:	Date:

IV. Part-Time Instructor Certification

The college often requires the services of part-time instructors to meet student demand for courses. All part-time instructors **must meet minimum qualifications** and **be certified to teach** before being assigned to a course. The deadlines for submitting applications for part-time instructors are:

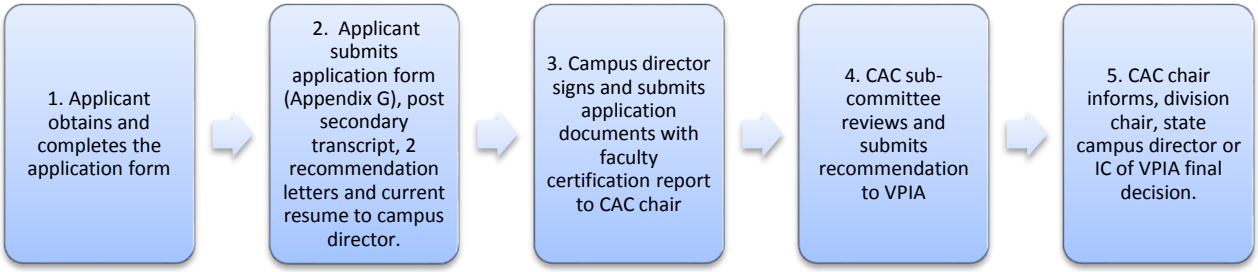
- July 1, for fall semester
- Nov. 1, for spring semester
- May 1, for summer session

Hint:
Minimum qualifications are a master's degree in the field or related area.

Credits will be awarded for courses taught by an instructor who has been approved to teach.

How to Apply to Teach Credit-Bearing Courses

You follow the procedure below for applying to teach part-time:



The Pathway for Certification of Part-Time Instructors

1. You obtain an application form from the campus dean or VPIA office. (Part-time instructors are not allowed to teach more than two courses per academic term if they are employed elsewhere.) Only FSM and US Citizens may work at more than one place of employment.

Hint:
Only FSM and US citizens may work at two different places of employment. Foreigners must have current work permit.

2. You submit the following documents to the campus dean to complete the application:
   a. 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.
   b. Two letters of recommendation. New letters of recommendation are needed each time an applicant applies to teach in a different subject area.
   c. Current resume.

Hint:
Use World Education Services at http://www.wes.org

3. The campus dean signs and sends the application documents and Facility Certification Report (Appendix I) to committee chair who submits it to Curriculum Sub-Committee for its action. *The Facility Certification Report is needed only if it is the first time for that campus to offer the course or if course requirements have changed significantly.*

4. The CAC sub-committee reviews the application based on the minimum qualifications of a full-time faculty and sends its recommendation to the VPIA for final action.

5. The committee chair informs the state campus dean, instructional coordinator, or division chair of the official action taken by the VPIA.

How to Apply to Teach Non-Credit Module(s)

An instructor for non-credit module(s) follows the same procedure and uses the same application (next page) as the part-time instructor for credited courses. The qualifications for instructors for non-credited module(s) are that they shall possess at least three of the following qualifications:

- Competence in the subject matter (a minimum of three years' work experience);
- Knowledge and skills in instructional methodologies (at least two years of teaching experience);
- A professional designation of a recognized industry;
- A degree from a regionally accredited or equivalent college in the subject matter or related area;
- Expertise in the subject matter. (Possesses an industry certificate, journeyman certificate, or a certificate/document signifying skills relevant to the subject matter).

College of Micronesia-FSM Part-Time Faculty Application Form

General information:	
Name (Last, First, Middle):	DOB:
Sex: [ ] male [ ] female	Social Security Number:
Home address:	Citizenship:

Course(s) to be taught (no more than 4): Course Title: 1. 2. 3. 4.	Credits

Academic training:

Type of degree	Major	Minor

Job experience:

(1) Teaching experience

School	Subject	Duration	Level

(2) Other job experience

Job	Location	Level

Check the following is included:

	Application form
	Post-secondary transcript
	2 reference letters
	Resume

NOTE: ALL TRANSCRIPTS FROM NON-U.S. INSTITUTIONS MUST BE EVELUATED FOR U.S. EQUIVALENCY.

I certify that information provided here is complete and true.

SIGNATURE OF APPLICANT:

DATE:

Verified by campus director:

SIGNATURE OF CAMPUS DIRECTOR: DATE:	
CAC sub-committee	**Date:**
CAC chair signature	**Date:**
VPIA, COM-FSM signature:	**Date approved:**

V. Academic Policies

The college policies and procedures will be clearly written, accurately stated and readily available to the college community, and will guide the accomplishment of the college's mission and objectives. System-wide policies will be presented in a uniform format….
[Policy No: ADM 1.0 approved by BOR 10/26/98]

You follow the procedure below for approving an academic policy.

The Pathway for Approval of an Academic Policy

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.

1. The vice president for instructional affairs then drafts or designates the Curriculum and Assessment Committee to draft, the policy and/or procedure. The policy document (example below) should include the policy, purpose for the policy, procedure for implementation, responsibility for implementation, definitions and source documents.

2. The chair of the Curriculum and Assessment 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.

3. 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 Executive Committee.

4. With the Executive Committee recommendation, the president presents the policy to the Board of Regents for final action.

College of Micronesia-FSM Sample Policy Format

TEXTBOOK ADOPTION POLICY

1.0 Policy

The governing principle that mandates or constrains action to enhance the College's mission.

It is the policy of the College of Micronesia to establish an effective textbook adoption process, so that the College of Micronesia can efficiently serve the students and the College community.

2.0 Purpose

A brief statement of what information is covered in the policy and why it is needed.

The purpose for the textbook adoption policy for the COM-FSM is to clearly define the responsibility and procedure of individual faculty members, division chairpersons, program coordinators, vocational coordinators, instructional coordinators, Dean of Academic Programs (DAP) and/or Director of Career and Technical Education (DCTE), and Vice President for Instructional Affairs (VPIA) for timely identification and adoption of textbooks, course packs and other instructional materials needed in support of the academic programs and operations of the College. The policy also aims to provide uniformity and consistency across COM-FSM with regards to the use of required textbooks.

3.0 Application

Who are affected by this policy.

This policy applies to all faculty members, program coordinators, division chairpersons, instructional coordinators, vocational coordinators and academic affairs administrators of COM-FSM.

4.0 Responsibilities

A summary of the major responsibilities of any person or group participating in the policy.

Overall responsibility for enforcing this policy is with the office of the Vice President of Instructional Affairs (VPIA), Dean of Academic Programs (DAP) and/or Director of Career and Technical Education (DCTE).
In addition, it is the responsibility of instructional coordinators, program coordinators, division chairs, vocational coordinators and COM-FSM faculty members to comply with the provisions of this policy.

5.0 Procedure

A series of interrelate steps that are taken to implement the policy.

- Faculty at all campus sites within a division/program will adopt a common textbook for each course.
- Create a review team consisting of the division chair and/or instructional coordinator/vocational coordinator, program coordinator and faculty members that teach the course at all sites.
- The review team will review and/or pilot potential textbook(s)
- The review team will conduct a readability test of the textbook using either "Fry" or "Flesch-Kinkade".
- The review team will make a decision and communicate it to the DAP using the course modification form. This process will take no longer than 3 weeks.
- The DAP will inform the college community of the change.
- DAP will forward one electronic copy to IT for the placement on the website

- DAP will notify the appropriate faculty members and the bookstore of the change in textbook.
- The VPIA and CAC chair will sign the official paper copy of the course modification form and course outline and file the outline in the office.
- If the instructor wishes to use alternative material they must refer to the procedure and/or policy referred to in the 2007 faculty handbook, page 15. The policy states, "Substitutions of the required text with alternative materials must be approved in advance by the Curriculum Committee."
- Textbook duration periods - COM-FSM requires that the same textbook is used for a course for a minimum of 3 years. After this period of time the textbook can be reviewed/ replaced as deemed necessary through the procedure outlined in 4.0. Reasonable exceptions to this policy may include instances when editions go out of print, when substantive changes are made in either the course description or the textbook, or when there is a significant change in the body of knowledge pertinent to the course.
- Instructor Copies and Course Materials - Faculty should order instructor copies of textbooks directly from the publisher on college letterhead stationery. The bookstore is not responsible for supplying faculty with instructor copies of textbooks they have adopted. However, the Bookstore will assist if an instructor wants an electronic copy of a textbook or access to online support for a textbook. The instructor should email the Bookstore with the information on the electronic resources.

6.0 Definitions

Explanations provided when a subject matter requires a precise understanding of words or terms as they are used in context.

7.0 Sources

A listing of the origins and approval process of the policy.

Southeastern Community College, Whiteville, NC
http://www.sccnc.edu/polnprocedEdProgServInstrPlanning21.html

Mississippi State University, June 2010
http://www.msstate.edu/dept/audit/1014.html

Lincoln University, PA
http://www.lincoln.edu/hr/Policy%20FISC%20806%20Textbook%20Adoption%20Policy.pdf

Fayetteville State University, NC
http://www.uncfsu.edu/bookstore/adoptionpolicy.htm

Endorsed Curriculum and Assessment Committee October 1, 2012
Endorsed Executive Committee Meeting February 27, 2013
Approved Board of Regents Meeting March 12, 2013