Jitdam Kapeel

COLLEGE OF THE MARSHALL ISLANDS
JITDAM KAPEEL
1993

ACADEMIC CATALOG
2025-2026

College of the Marshall Islands

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Approved by Enrollment Management Committee (EMC): June 19, 2025

Note to Reader

The College of the Marshall Islands reserves the right to withdraw or modify any courses of instruction at its discretion and at any given time. This is due to the fact that ongoing reviews of academic, financial, and various other considerations might necessitate alterations in the policies, rules, and regulations that govern students, faculty, and staff. Consequently, the College retains the right to implement changes whenever deemed necessary. These modifications may impact a wide range of areas including, but not limited to, tuition fees and other associated costs, the degrees and programs offered (which could involve modification or even the potential elimination of certain degrees and programs), as well as degree and other academic requirements. Academic policies, rules concerning student conduct and discipline, fields or areas of study, along with other pertinent rules and regulations applicable to students, may also be subject to change.

While every possible effort has been made to ensure that this catalog is both accurate and up-to-date at the time of publication, it is worth noting that typographical or other errors may occur. Changes and updates are periodically made to this publication and will be incorporated into supplements and/or new editions as necessary. It is important to understand that this catalog was prepared with the intention of providing information only and does not constitute a binding contract. For further details and additional policies, please refer to the College's official website at www.cmi.edu, where more comprehensive information can be accessed.

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Message from the President

Iokwe and Welcome to the College of the Marshall Islands

On behalf of the entire College of the Marshall Islands (CMI) family, it is my distinct pleasure to welcome you to our vibrant academic community. CMI is the ***Nation's Community College***, a premier center of learning nestled in the heart of the beautiful blue Pacific Ocean.

At CMI, we are more than an institution—we are a community dedicated to empowering learners, preserving our culture, and preparing our people for a changing world. Our talented and dedicated faculty, staff, and administrators are united in our commitment to providing high-quality academic programs, robust career and technical training, and meaningful pathways that can lead to a degree or certificate or transfer to four-year institutions.

We take great pride in serving not only as a place of knowledge (jeḷāḷọkjeṇ), but also as a center for the study and celebration of Marshallese culture. Our learning environment is intentionally designed to broaden both intellectual and social perspectives, equipping our students with the tools they need to succeed—whether here at home or abroad in a globalized society.

Accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), CMI offers a wide array of associate degrees, certificate programs, and a Bachelor of Arts in Elementary Education. In addition, our Workforce, Adult, Vocational, and Educational Services (WAVES) program provides critical support and skill development for those entering the workforce or advancing in their careers.

This catalog is your college *stick chart*—it helps direct you to essential information on academic policies, program offerings, course descriptions, tuition and fees, and financial aid. We encourage you to explore it as you chart your own course toward academic and professional success.

Let the CMI Navigators guide you along your journey—whether your destination is higher education, updating your job skills, preparing for a rewarding career, or for personal growth.

At the College of the Marshall Islands, our Mission is our guide, and your Graduation is our destination.

Welcome to CMI. Welcome home.

Sincerely,
Dr. David A. Newnham
President

Our College

Mission

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation. *(EC approved 4th November, 2020, BOR approved 1st December, 2020)*

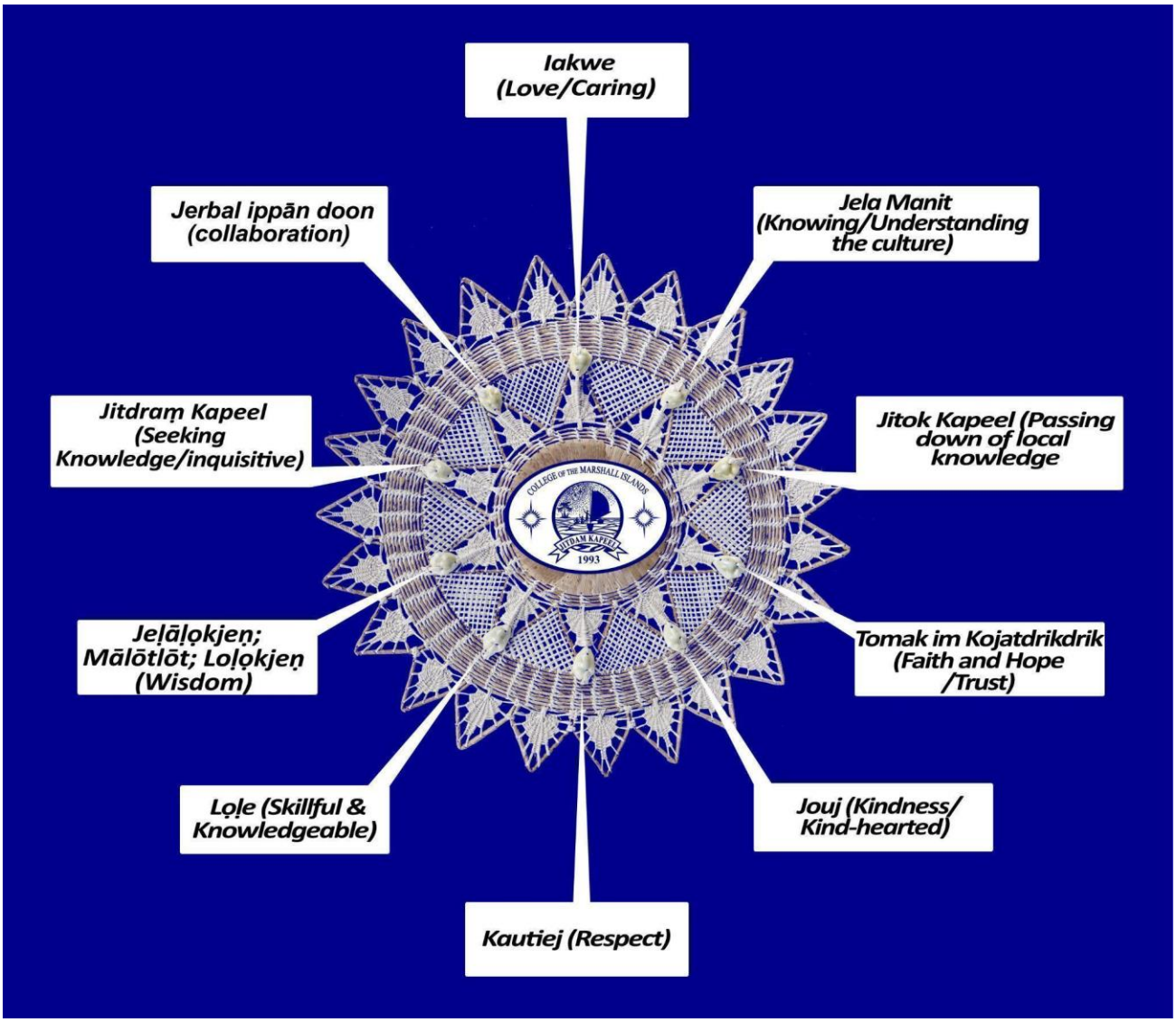
Vision

The College of the Marshall Islands will become a model educational center for the nation. *(EC approved 25th November, 2020, BOR approved 11st December, 2020)*

Philosophy

We believe that quality education is essential to the wellbeing of individuals and to the wellbeing of the Marshallese people as a whole, now and in the future. We are therefore committed to the creation of an educational environment where individual differences of gift, potential, and belief are recognized; where personal choice, responsibility, and growth are encouraged; and where educational content addresses the general and specific needs of the students, the local community, and the nation. We further believe that integration of theoretical knowledge and practical experience is a fundamental value of successful education in our rapidly changing society. Achieving this integration of the theoretical and the practical requires a blend of flexibility and consistent evaluation. *(EC approved 25th November, 2020, BOR approved 11st December, 2020)*

Values



(EC approved 25th November, 2020, BOR approved 11st December, 2020)

Institutional Student Learning Outcomes

1. The CMI graduate will have life-goals and will know how to use available resources to achieve those goals.

2. The CMI graduate will be knowledgeable and respectful of his or her own culture and respect the cultures of others.

3. The CMI graduate will use skills and knowledge to the economic, political, intellectual, social, and ethical benefit of local communities, the RMI, and the global community.

4. The CMI graduate will make innovative, informed, and responsible decisions based on evidence.

5. The CMI graduate will understand the importance of mental and physical wellbeing and be able to make personal decisions leading to a healthy lifestyle.

(BOR Approved March 18, 2022)

COLLEGE OF THE MARSHALL ISLANDS

Academic Calendar
AY 2025-2026 – AY2026-2027

Fall Term	2025	2026
Faculty Report to Work	Aug. 1	Aug. 3
New Faculty Orientation	Aug. 6	Aug. 5
All Faculty Symposium	Aug. 13	Aug. 12
New Student Orientation and Registration	Aug. 4-15	Aug. 3-14
Fall Registration Deadline	Aug. 15	Aug. 14
First Day of Instruction	Aug. 18	Aug. 17
Add/Drop Period	Aug. 18-22	Aug. 17-21
Last Day to Withdraw with official record	Aug. 29	Aug. 28
Dri-Jerbal Day: No Classes, Offices Closed	Sep. 5	Sep. 4
Midterm Progress Reports Due for Half-Semester Courses	Sep. 15	Sep. 14
Last Day to Withdraw with a "W" (Half-Semester Courses)	Sep. 22	Sep. 21
Manit Day: No Classes, Offices Closed	Sep. 26	Sep. 25
Make Up Days for Friday Classes (other classes do not meet)	Oct. 8-9	Oct. 7-8
Final Meeting for First Half Semester Courses	Oct. 10	Oct. 9
Midterm Progress Reports for full-semester courses / Final grades for half-semester modules due	Oct. 13	Oct. 12
Fall Break: No Classes, Offices Open	Oct. 13-16	Oct. 12-15
Faculty In-Service: No Classes, Offices Open	Oct. 17	Oct. 16
Second Half Semester Courses Begin	Oct. 20	Oct. 19
Add/Drop for Second Half Semester Courses	Oct. 20-24	Oct. 19-23
Last Day to Withdraw with a "W" (Full-Semester Courses)	Oct. 24	Oct. 23
Midterm Progress Reports Due for Half-Semester Courses	Nov. 7	Nov. 6
Last Day to Withdraw with a "W" (half-semester courses)	Nov. 14	Nov. 13
President's Day: No Classes, Offices Closed	Nov. 17	Nov. 17
College Retreat: No Classes, Offices Closed	Nov. 18	Nov. 16
Spring Semester Early Registration for Continuing Students	Nov. 24-28	Nov. 23-27
Gospel Day: No Classes, Offices Closed	Dec. 5	Dec. 4
End of Semester	Dec. 12	Dec. 11
Grades Due	Dec. 15	Dec. 14
Online Registration for Spring Opens	Dec. 19	Dec. 18
Campus Closure for Holiday	Dec. 20 - Jan. 4	Dec. 19 – Jan. 3
Spring Term	**2026**	**2027**

New Faculty Orientation	Jan. 5	Jan. 4
All Faculty Symposium	Jan. 6	Jan. 5
New Student Orientation and Registration	Jan. 5-9	Jan. 4-8
Spring Registration Deadline	Jan. 9	Jan. 8
First Day of Instruction	Jan. 12	Jan. 11
Add/Drop Period	Jan. 12-16	Jan. 11-18
Last day to withdraw without Official Record	Jan. 23	Jan. 22
Midterm Progress Reports Due for Half-Semester Courses	Feb. 9	Feb. 8
Last Day to Withdraw with a "W" (half-semester courses)	Feb. 16	Feb. 15
Nuclear Victims Remembrance Day: No classes, Offices closed	Mar. 2	Mar. 1
Make Up Days for Friday Classes (other classes do not meet)		
Final Meeting for First Half Semester Courses	Mar. 4	Mar. 3
Midterm Progress Reports for full-semester courses / Final grades for half-semester modules due	Mar. 6	Mar. 5
Spring Break: No Classes, Offices Open	Mar. 5-12	Mar. 4-11
Second Half Semester Courses Begin	Mar. 13	Mar. 12
Add/Drop for second half Term session	Mar. 13-19	Mar. 12-18
Last Day to Withdraw with a "W" (full-semester courses)	Mar. 19	Mar. 18
Midterm Progress Reports Due for Half-Semester Courses	Apr 6	Apr 5
Last Day to Withdraw with a "W" (half-semester courses)	Apr. 6	Apr. 5
Faculty In-Service: No classes, offices open	Apr. 14	Apr. 13
College Retreat: No Classes, Offices Closed	Apr. 15	Apr. 14
Good Friday: No Classes, Offices Closed	Apr. 3	Mar. 26
Summer Semester Early Registration for Continuing Students	Apr 10-16	Apr 9-15
Constitution Day: No Classes, Offices Closed	May 1	Apr. 30
Fall Semester Early Registration for Continuing Students	Apr 20-24	Apr 19-23
Make Up Days for Thursday Classes (other classes do not meet)		May 10
End of Semester	May 8	May 10
Grades Due	May 11	May 12
Commencement Ceremony	May 21	May 20
Online Registration for Summer Opens	May 25	May 24
Summer Term	2026	2027
New Student Orientation and Registration	Jun. 1-5	May 31-Jun. 4
Summer Registration Deadline	Jun. 5	Jun. 4
First Day of Instruction	Jun. 8	Jun. 7
Add/Drop Period	Jun. 8-12	Jun. 7-11
Last Day to Withdraw without Official Record	Jun. 19	Jun. 18
Fisherman's Day: No Classes, Offices Closed	Jul. 3	Jul. 2

Midterm Progress Reports Due	Jun. 29	Jun. 28
Last Day to Withdraw with a "W"	Jun. 13	Jul. 12
End of Semester	Jul. 17	Jul. 16
Grades Due	Jul. 20	Jul. 19
Registration for Fall Opens	Jul. 27	Jul. 26

General Information

The College of the Marshall Islands (CMI) is an accredited autonomous community college offering high school equivalency, community extension, student development, certificate, associate degree programs targeting both career and transfer pathways, and a bachelor's degree program. The College serves primarily students from within the Micronesian region and is designated as the national postsecondary institution for the Republic of the Marshall Islands (RMI), as enacted in RMI PL 1992.

Accreditation Status

The College of the Marshall Islands is accredited by the Accrediting Commission for Community and Junior Colleges, 428 J Street, Suite 400, Sacramento, CA 95814, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

The ACCJC is recognized by the U.S. Department of Education (ED) as a reliable authority regarding the quality of education offered by the institutions that accredit in keeping with the Higher Education Act of 1965. The Department of Education conducts a review of accrediting commissions every five years and confers recognition on agencies that continue to meet its criteria. Institutions wishing to provide students with federal financial aid must seek accreditation from an ED-recognized accrediting body.

The Council for Higher Education Accreditation (CHEA) has established criteria that define a quality review system for accrediting agencies. Although CHEA recognition is voluntary, many accrediting agencies participate in the CHEA quality review process as part of their own efforts to establish and maintain quality practices. In its January 2021 action, CHEA renewed its recognition of ACCJC for seven years.

As part of the institutional accreditation process, CMI regularly completes a comprehensive review, which is followed by a visit from a team of peer reviewers from ACCJC-member institutions. CMI submitted its Institutional Self-Evaluation Report (ISER) in January 2021. The March 16-19, 2021 peer review visit was conducted virtually due to the COVID-19 pandemic. At its June 2021 meeting, ACCJC acted to reaffirm CMI's accreditation for 18 months and require a

Follow-Up Report. CMI's follow-up report was submitted October 1, 2022, and the follow-up visit was held virtually October 17-18. At its January 2023 meeting, ACCJC acted to reaffirm CMI's accreditation for the remainder of the cycle. The college's midterm report was submitted March 15, 2025.

Administrative Organization

The College of the Marshall Islands is governed by a Board of Regents appointed by the RMI Cabinet. The Board of Regents sets institutional policies and appoints the President, who is responsible for the operation and general administration of the College.

Respect, Rights and Integrity

Respect for the rights, dignity, and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and damaging to CMI. Each member of the community should be free from interference, intimidation, or disparagement in the workplace, the classroom, and the social, recreational, and residential environment.

Equal Opportunity and Non-Discrimination

The College of the Marshall Islands complies with Title VII of the U.S. Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Rehabilitation Act of 1973. The College asserts its obligation to the aim of equal opportunity for its faculty, students, staff, and administrators. The College does not discriminate in matters of employment or of admission to educational programs and activities because of race, color, gender, religion, age, sexual orientation, national or ethnic origin, ancestry, disability, marital status, or veteran status.

It is the policy of the College to provide equal employment opportunities to all qualified persons regardless of gender, race, color, religion, age, national or ethnic origin, sexual orientation, physical or mental disability, or veteran's status pursuant to, but not limited to, Titles VI and VII of the U.S. Civil Rights Act of 1964, Title IX of the U.S. Educational Amendments of 1972, U.S. Executive Orders 11246 as amended, Section 503 and 504 of the U.S. Rehabilitation Act of 1973, the U.S. Vietnam Era Veterans Readjustment Assistance Act of 1974, the U.S. Age Discrimination Acts of 1974 and 1975 and other U.S. federal laws and regulations may also apply.

The College formally affirms its commitment to the goal of equal opportunity for its Faculty, Students, Staff and Administrators. The College does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, ancestry, disability, marital status or veteran status.

Consistent with its obligations under law, the College is committed to providing qualified individuals access to all academic and employment programs, benefits, social and recreational programs, and activities on the basis of demonstrated ability, performance, and merit, without regard to personal factors that are irrelevant to the program involved.

The College reaffirms its policy of administering educational programs and related supporting services and benefits in a manner that does not discriminate because of a student's or prospective student's race, color, religion, gender, age, national origin, sexual orientation, veteran's status, physical or mental disability, or other characteristic that cannot lawfully be the basis for provision of such programs or services.

The College assigns a high priority to the implementation of its equal opportunity policy and College resources are devoted to assuring compliance with all laws prohibiting discrimination in employment and educational programs. The College strives to implement policies and programs that aid in overcoming the effects of past discrimination in regard to all of the protected groups. Since employment and education outcomes may be intertwined, the College will make every effort to promote the presence of both male and female roles of varying racial and ethnic backgrounds and disabilities in order to develop in Employees the multi-cultural attitudes and awareness which our laws intend to promote.

Discrimination or harassment against Faculty, Staff, or students will not be tolerated at the College. More information is listed in the Student Disciplinary Policy.

Sexual Harassment Policy

The College is committed to providing its staff, faculty and students the opportunity to pursue excellence in their academic and professional endeavors. This can only exist when each member of our community is assured an atmosphere of mutual respect, one in which he or she is judged solely on criteria related to academic or job performance. The College is committed to providing such an environment, free from all forms of harassment and discrimination. Each member of the College community is responsible for fostering mutual respect, for being familiar with this policy, and for refraining from conduct that violates this policy. Sexual harassment of employees by students, coworkers, or superiors as well as sexual harassment or sexual intimidation of students by peers, staff, faculty, or administrators is unacceptable to the College. More information is listed in the *Student Disciplinary Policy.*

Drug-Free Workplace

The College adheres to the Drug-Free Workplace Act of 1988. CMI is committed to maintaining a work environment which is drug and alcohol free. Compliance with CMI's drug and alcohol policy is a condition of continued employment and is clearly stated in the Personnel Manual. More information is listed in the Student Disciplinary Policy.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) ensures that student academic records are confidential and access to them is limited to the student and, for advisory or other educational purposes, to designated administration and faculty, and outside funding agencies supporting the student's education. The student's academic record may not be released to other persons or agencies outside the College without the permission of the student. Students, upon request, may inspect and review their academic records in the Records Office.

A student's identification number is used for reference in all of the student's college records. Any change of personal data, such as address, name, or marital status, should be reported to the Office of Admissions and Records immediately. Students planning to continue studies at U.S. schools are advised to acquire a permanent U.S. Social Security number well before the transfer process. Please be aware that U.S. Social Security numbers beginning 666 are temporary and used only for financial aid papers and cannot be used for academic enrollment at U.S. institutions. For assistance with this matter, students should contact the Financial Aid Office at financialaid@cmi.edu.The College may release directory information such as student names, place of origin, and honor roll status. Students who do not want their directory information released should contact the Registrar.

Title IX

The College of the Marshall Islands is determined to provide a workplace and educational space, as well as activities, events, and programs free from the discrimination on the basis of sex. This policy applies under Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which is a Federal civil rights law.

Any form of sexual violence and sexual harassment is not tolerated within the CMI campuses, centers, sub-centers or any location where CMI programs are held and CMI Community. Members of the CMI community are expected to conduct themselves in a manner that does not violate the rights of others and to follow the laws and guidelines of Title IX enforced by the US Department of Education.

The College of the Marshall Islands is committed to provide a safe learning space in which people are treated with dignity, respect, and have the right to have a sense of safety. Consisting with this commitment, the College will not tolerate any unlawful, discriminatory, harassment, and/or gender-based violence of any kind, as we are subjected to Title IX.

Contact the Title IX Coordinator, Meyar Laukon at mlaukon@cmi.edu with any questions or to file a complaint.

Formal Reporting Procedure

Here are the steps you will need to follow if you have experienced any form of revenge pornography, sexual grooming, sexual harassment, rape, stalking, or any form of sexual exploitation.

1. Tell someone. It is very important to let someone you trust know what has happened. At this stage, you may feel shocked, scared, confused, or even not able to trust anyone. But it is important that you talk to someone like a close friend, family member, CMI staff, faculty, or a CMI Student Advocate. Don't be alone. If you do not feel comfortable discussing the issue face to face, then you can call or send an email:
    a. Counseling Office
    b. Associate Dean of Equity and Engagement
    c. Dean of Student Success
    d. Nurse Manager

e. Resident Coordinator
f. National RMI Hospital
g. RMI National Police Station

2. You are encouraged to report the incident to the CMI staff including the RMI National Police Station.
3. If you are choosing to report your incident formally, please come and see the counselors.
4. Seek medical attention right away since sexual transmitted diseases like STD/I, AIDS, etc. can be transmitted to you.

Complainants Rights and Information

You have important rights in this process including:

- The right to retain legal counsel if the Complainant desires
- The right to a fair and equitable process
- The right to be treated with respect and without bias and without a conflict of interest throughout the process
- The right to receive remedies after the process, if applicable
- The right to a process Student Advocate of the Complainant's choice
- The right to supply potential witnesses, written statements, and evidence during the Title IX process
- The right to see any information used to make decisions, including the Investigative Report
- The right to a live disciplinary meeting that includes a panel for determinations, and includes cross-examination by your Advisor
- The right to appeal a decision made by the Decision Makers, as outlined in the Code of Student Rights and Responsibilities

What to Expect After Submission of Formal Complaint

1. The respondent shall not be responsible for any allegations until determination of responsibility is reached after completion of complaint
2. Please note, the College shall treat both the complainant and respondent equitably until proven guilty.
3. You will be notified from the Title IX Coordinator via email. The email will entail the allegations, the Title IX Policy, interview date and time, and any other information in relation to the complaint.
4. The respondent will be getting the same email as well
5. Once a date has been set for the interview with you as the complainant, then a google meet notification will be sent.
6. During your interview, the complainant will be sharing their perspective on the incident. The interview will be recorded for the Title IX Task Force and/or Investigator. You will also be signing a Confidentiality Form, to ensure that the issue stays confidential.
    a. Breaks are allowed during the interview
    b. You will have the opportunity to submit any evidence in relation to the incident

7. The Task Force will also be meeting with all parties associated in the incident including any witnesses provided by the Complainant and Respondent.
8. After the interview, the Title IX Coordinator or Investigator will conduct an interview report for those being interviewed. You will have access to read the report and have two days to review the report.
    a. Any evidences will be included in the report as well
9. After careful reviewing from both Complainant and Respondent, the Title IX Coordinator will finalize the Final Investigation Report which will be sent back to the Complainant and Respondent.
10. Both parties will be notified of the date for a Final Live Hearing that will be held by the Student Disciplinary Panel with additional support from the Title IX Task Force. The Live Hearing will be following the Student Disciplinary Process.
11. After the Live Hearing, the Task Force will send each party a Letter of Decision, which outlines the determination of responsibility and justification for each charge. The letter also includes the disciplinary sanction for the Respondent or Complainant, if any. There will also be an appeal process if the party chooses to appeal the decision made by the Task Force.
    a. Any maximum sanctions shall be presented to the President for review and approval
    b. Any appeals will then go to the CMI President. The President will review all information and evidence provided by the Task Force. The President will have a final decision of the appeal.

Respondents Rights and Information

You have important rights in this process.

- The right to be presumed not responsible for any alleged conduct unless or until a determination of responsibility is reached after a grievance and disciplinary process.
- The right to retain legal counsel if the Respondent desires
- The right to a fair and equitable process
- The right to be treated with respect and without bias and without a conflict of interest throughout the process
- The right to receive support by our Student Advocate throughout the process, and after if applicable
- The right to have written notice within a reasonable timeframe of any interviews, meetings, or hearings
- The right to have information of the alleged violations, the name of the Complainant, and information on the alleged incident
- The right to supply potential witnesses, written statements, and evidence during the Title IX process
- The right to see any information used to make decisions, including the Investigative Report The right to a live disciplinary meeting that includes the Title IX Task Force
- The right to appeal a decision made by the Title IX Task Force

Accommodations for Students with Disabilities

The College of the Marshall Islands shall ensure that qualified individuals with disabilities have full and equitable access to the same educational experiences as those without disabilities. It will achieve this by providing reasonable accommodations for students with disabilities, encouraging the use of principles of universal design, and ensuring individuals with disabilities are not discriminated against in admissions to the college or other college processes.

Locations

Uliga Campus

The main campus of the College of the Marshall Islands is located in Uliga, Majuro Atoll. Facilities on this campus include Oscar deBrum Memorial Hall, renovated in 1999 and dedicated in memory of CMI's first Chairman of the Board of Regents in 2002; Residence Halls renovated in 2022; classroom buildings named Rebbelip Hall, Wapepe Hall, and Tolemour Hall the latter of which includes a state-of-the-art Simulation Nursing Laboratory along with Wet and Dry labs for science courses. The Administration Building houses the Office of the President, the Board of Regents Conference Room, Financial Affairs and Business Services, as well as Human Resources. The College Center contains the Library, Special Collections, Nuclear Institute, and the Information Technology Department upstairs and Academic Affairs and Student Services downstairs. The roof over the basketball court has been recently remodeled. The Old Library now houses the National Training Council (NTC) office. There are also conference facilities, a health center, a student lounge, and a fitness center.

Arrak Campus

The campus is actively involved in various fields, including aquaculture research, agricultural research, science education and research, as well as demonstrations and live exhibits through the Land Grant program. It also offers programs such as the Certificate of Completion in Vocational Carpentry and some maritime training courses, alongside student residence halls. Additionally, SSUA-RMI/KRISO is currently developing an innovative hydroponics system and plans to install a piping system for the Korea Research Institute of Ships and Ocean Engineering (KRISO) around April and May 2025. This ambitious project aims to establish an energy power system to sustainably supply energy to the Arrak Campus from the ocean.

Moreover, Arrak Campus intends to extend some services currently provided by the Main Uliga Campus to the broader public. These services include Financial Aid assistance, a Mini Bookstore, and Library access, specifically catering to residents from Ajeltake to Laura. The Treasury Office will also be relocated to the Library once the Mini Bookstore is established. Furthermore, Adult Basic Education (ABE) classes are set to begin on Wednesday, February 19, 2025, for levels 1 and 2, offering valuable educational opportunities for the community.

Kwajalein Campus

On March 28th, 2022, CMI officially received notification that the CMI Ebeye Center, currently located at Queen of Peace Elementary School, would now be known as the CMI Kwajalein Campus offering in addition to the Adult Basic Education (ABE) program, and non-credit programs, full for-credit programs starting the two new vocational programs for the working population to meet their training needs.

There are plans underway for a new building soon while all operations are still made from its current site at the Queen of Peace Elementary School premises. It has two lecture rooms, one computer lab, one Zoom Room with a Library Corner and Administration Office and restrooms.

CMI Centers and Sub-Centers

The CMI Centers and Sub-Centers provide access to College courses via Zoom and in-person Adult Basic Education courses, workforce development training, libraries, and support services. Jaluit, Ebeye, and Wotje have established centers while Santo and Kili are sub-centers.

Jaluit Center

The mission of the CMI Jaluit Center is to provide quality academic and support services to Adult Basic Education programs, Jaluit Center students, and other programs while building a strong multi directional relationship with its students, community and the high schools.

The Jaluit Distance Education Center establishment started out in June 2017. The Jaluit Distance Education Center is located on Jabor, Jaluit Atoll, which is part of the Republic of the Marshall Islands in the west-central Pacific Ocean. The atoll itself is in the Ralik (western) chain. The center is part of the College of Marshall Islands (CMI) and has been expanding its services and community outreach.

In the year of 2024, Because of the improvement and expansion of Jaluit Distance Education Center services which was handled by the Dean of Waves Department, it is now known as “Jaluit Center” and it is now under Student Services Department. It still offers ABE courses, part-time and full-time developmental and full time credit courses. Also, Jaluit Center offers 300 courses for Elementary Educations who are pursuing their bachelor in elementary education. Regarding internet connectivity, its’ connectivity service is exceptional and it helps stakeholders, students with their assessments plus research and community in particular. Jaluit Center has its own library, a computer lab, zoom room and 1 ABE classroom.

Wotje Campus

Mission Statement: To provide quality academic and support services to Adult Basic Education programs, DE students, and other programs while building a strong multi-directional relationship with its students, community and high school.

The Wotje center was opened on September 28, 2020. It is placed inside a Japanese World War 2 bunker which reflects a symbol for the past, present and future. From the outside, it's old, rough

and beat up, but inside it's beautiful and it consists of 2 zoom rooms, a classroom for ABE, an office with a small library inside and a computer lab. From its first opening, 18 have graduated from Adult Basic Education and 2 from the College of the Marshall Islands.

The Library

The main Library is on the second floor of the College Center. All library furniture and items were donated by the ARRA Grant of the USDA. The library offers quiet study spaces, computers, research, printing, photocopying and information literacy services to the students, CMI faculty and staff, and general community members. The total print collection volume for all CMI campus and center libraries are approximately 16,200 resources. These include books, journals, DVDs, CDs, newspapers and maps. CMI Library has 5 online digital databases which provides a total database collection of approximately more than 40,000 Journal titles and about 9, 724 e-books to support course research and leisure reading. The library subscribes to newspapers from Palau, Guam, Northern Marianas, USA, and the Marshall Islands. Over 2,000 videos and films are accessible for viewing in a Video Conference Room within the library, which also caters for meetings.

Maps, microfilms, posters, and reference materials offer both general and specialized information resources. As a learning center, the library provides N-computers for student research to search on an automated Catalog, access basic online reference tools on the internet as well as search on electronic databases like EBSCO, Tumble Book Library and Tumble Book Cloud. The EBSCO Host databases provide up-to-date indexing and full-text articles for thousands of general and academic journals. The library's Reading Room provides elementary, and young adult books donated by the American Embassy. There is also an extensive paperback fiction collection for leisure reading.

The Micronesian Collection houses in-depth works of historical Micronesian collections, especially that of the Marshall Islands. The articles, books, government proceedings, reports and documents about the Marshall Islands and Micronesia are only accessible for in-house research. References in the collection are included in the library's catalog and other materials are indexed in the Micronesian Collection Reference Files (MCRF) database by keyword, subject, geographical location, and author. The library has switched from the Mandarin Integrated Library System to its new KOHA Library Integrated system. The KOHA OPAC is visible on the Library Webpage for research purposes.

The library has a seating capacity of 165 in the main library and 30 students in the Video/Conference room at a time. Tables, study carrels and computers are located throughout the library. Instructors can select materials to put on reserve in the library as part of the CLOSED RESERVE collection. Scanning, printing and photocopying services are available at a cost to library users. Library policies, rules and regulations including library-opening hours are available on the college website Library page and around the library walls. Library Orientation and Tours are organized with the Teaching Librarian during opening hours.

In addition to the main library on the Uliga Campus, there are smaller libraries at Arrak Campus, Kwajalein Campus, and Jaluit Center. Wotje Center shares library facilities with Northern Islands High School.

Nuclear Institute

The Nuclear Institute (NI) was established by CMI in 1997 to educate and provide information to our students, educators, researchers, scholars and community members, internally and externally on the history of nuclear weapons testing and their cultural effects and human rights violation aspect of the testing program, conducted by the U.S. government in the Marshall Islands. The Nuclear Institute promotes peace and will assist students and the Republic of the Marshall Islands as a whole, to seek justice. It is responsible to protect the important declassified documents from the testing era. It supports the engagement of the students in community projects, and the NI Director is the advisor for the CMI students Nuclear Club.

Under the amended Compact III, CMI is tasked with working on the documents at the Nuclear Institute Office "*to improve the accessibility of documents and information previously provided to the Government of the Republic of the Marshall Islands relating to the United States nuclear testing program.*" Including "t*o establish a museum and research facility on the United States nuclear testing program*."The Institute is currently located in the CMI Library on the second floor of the College Center.

Admissions

Admission Policy

Admission to the College of the Marshall Islands is based primarily upon evidence of the student's ability to benefit from the educational programs of the College. In compliance with the College's open admissions policy, procedures are put in place as guidelines. The admissions policy is established by the Board of Regents and administered by the President of the College through the Admissions Board which is a function of the Enrollment Management Committee. All records submitted by the applicants become the property of the College.

For most CMI postsecondary programs, ability to benefit is defined as having completed high school or the equivalent. For applicants under the dual enrollment policy, placement at credit level using the college placement test will be considered sufficient evidence of ability to benefit. For programs that require special skills or with specific intended employment outcomes, there may be additional requirements. Such programs include but are not necessarily limited to the Certificate of Completion in the Community Health Outreach Worker and the Certificate of Completion in Outer Atoll Health Assistant, both of which require that participants be selected by the Ministry of Health and Human Services.

Application Requirements

All applicants must submit:

- A completed application form. This form should typically be completed online unless there are extenuating circumstances. Use of the paper application requires approval of the Admissions Board.
- Official transcripts from all high schools and colleges attended
- High school or high school equivalent diploma.
- Republic of the Marshall Islands Social Security Card.
- Valid Government issued ID.
- Passport or birth certificate.
- Vaccination record.
- Bank account information for a bank account in the student's name.
- Notarized translations of any documents in a language other than English or Marshallese.

Applicants for a bachelor's degree program must provide:

- A copy of their associate degree or a letter of recommendation from the relevant department chair

In addition, international students must provide:

- Medical and Police clearance from the applicant's home country if the applicant has not resided in the RMI for five or more years.
- Confirmation of financial resources for tuition, fees, and living expenses for one year
- The RMI student entry permit or other documents indicating eligibility to study in the country.

Applicants from countries other than the Republic of the Marshall Islands (RMI), the Federated States of Micronesia (FSM), the Republic of Palau (ROP), the Commonwealth of the Northern Mariana Islands (CNMI), Guam, or the United States (USA) are classified as international students. International students in particular should start the process early. Six months is the recommended timeframe. International applicants who have provided all documentation required except the student visa and the RMI Social Security Card will be admitted conditionally. The letter of conditional admission should be sent together with a request for entry permit to: RMI Immigration Office, P.O Box 890, Majuro, MH 96960, Republic of the Marshall Islands

It is recommended that applicants submit:

- Health clearance form (required for students in the residence halls)
- Joint Services Transcript (for veterans who may be eligible for credit)

If the name differs on any of the required documents, evidence of a name change must be provided. The college will use the name on the applicant's birth certificate (or, in absence of a birth certificate, passport) as the official name.

Application Deadlines

Fall semester ---------- June 30th
Spring semester ---------- November 30th
Summer semester ---------- April 30th

If the deadline falls on a weekend or holiday, applications can be submitted on the next business day. Late applications may be accepted on a space-available basis and if there is a reason for the delay outside the applicant's control. Acceptance of late applications requires approval of the Admissions Board.

Conditional Admission

The Admissions Board may establish Conditional Admission after receiving a written request from the applicant. Conditional Admission applies when an application is substantially complete but some required documents have been delayed such as transcripts or bank account information. All missing documents are required to be submitted ten business days prior to the first day of New Student Orientation for that semester unless otherwise specified by the Admissions Board or if the special case of Summer Conditional Admission applies. Special consideration of Conditional Admission for summer semester may be necessary due to the overlapping of school calendars that may prevent applicants from providing transcripts or high school diplomas on time. In this case, documents must be submitted within the first week of instruction.

Deferral of Admission

Late applicants not admitted for the semester applied for will have their admission deferred to the following semester. Accepted applicants can elect to defer for up to one year without needing to reapply.

Placement

Admitted applicants in degree programs or in certificate programs that include courses that require completion of developmental English and/or math or placement into credit level courses must either complete the college placement test or provide an alternative placement mechanism prior to registration, with the following exceptions:

- Readmitted students who have either completed the final developmental courses or have completed a credit-level course in math and English.
- Transfer students with credit-level courses in math and English on their transcripts.
- Students who elect to start at the lowest level of developmental courses.

Programs that do not require placement include the Certificate of Completion in Community Health Outreach Worker, Certificate of Completion in Outer Atoll Health Assistant, and Certificate of Completion in Vocational Carpentry.

Current alternatives to the placement test include: placement into credit for SAT English and Math with a score of 510+, ACT English score of 18+ or a HiSet English score of 15+. Any prospective

students who have graduated from any high schools within the Marshall Islands and have taken the math transition course will be placed based on their math transition scores as follows:

- 60% or above: Credit Math
- 50% or above: 90s-Level Math
- 40% or above: Math 099 or Accelerated 80s-Level Math
- 30% or above: Non-Accelerated 80s-Level Math
- Below 30%: 60s-Level Math

For more information about admissions, contact Monica Gordon, Registrar at mgordon@cmi.edu or 625-6823.

Programs for High School Students

Dual Enrollment

Policy Statement

The College of the Marshall Islands allows qualified high school and high-school equivalency students to enroll in credit-level courses and receive college credit. All appropriate CMI policies and procedures will apply to these students.

Reason for the Policy

Dual enrollment allows students who are still in high school to preview college life and expectations. Students who participate in dual enrollment are more likely to complete college degrees.

Definitions

Qualified Students

High school juniors and seniors, or students in their final year of a high-school equivalency program, are qualified for dual enrollment if they can meet the placement requirements for credit-level English at CMI. For vocational or career and technical education programs, students must be enrolled in a relevant vocational strand at their high schools. Dual enrollment during the fall and spring semesters also requires a letter of recommendation from the high school principal.

Dual Credit

CMI encourages high schools to award high school credit for courses students complete at CMI.

Registration

Dual enrollment students may only register for credit-level courses and must do so in consultation with the dean responsible for the program. Participating students must meet course prerequisites prior to enrollment in any of CMI's courses and must meet all registration requirements.

Admission

Dual enrollment students must meet the specified deadlines and provide all documents required for regular admissions, except that they are not required to provide a high school diploma.

Tuition and Fees

Depending on availability of funding and space, CMI may waive tuition and fees for a limited number of dual enrollment students during the fall and spring semesters. To qualify for the waiver, dual enrollment students must maintain a 3.5 GPA at their high schools. Otherwise, dual enrolment students or their sponsors are responsible for the same tuition and fees paid by regular students. Dual enrollment students are not eligible for Federal Student Aid.

Student Privacy

All dual enrollment students must sign a waiver allowing the college to discuss their grades, behavior, and other aspects of their educational record with their parents and high school officials.

Access to Services and Activities

Dual enrollment students have full access to CMI services and activities, including but not limited to the Academic Support Program, the Library, and student clubs.

Responsible Officer

Vice President for Academic and Student Affairs

Key Offices to Contact Regarding the Policy and its Implementation

Dean of Academic Affairs, Dean of WAVES, Admission and Records, Instructional departments

Procedures

1. Prior to each semester, the Dean of Academic Affairs will confirm with the Business Office how many tuition/fee waivers are available.
2. The Dean of Academic Affairs will contact high school principals to recruit students who are eligible for the dual enrolment and will assist these students in fulfilling registration and admission requirements.
3. The Dean of Academic Affairs or designee will conduct an orientation program for dual enrollment students.
4. Students at the CMI Centers will attend the orientation via Zoom and will work closely with both the Dean and the Center Coordinator.

5. Dual enrollment students may also take the initiative to enroll or register, especially if they are self-funding, but should still work closely with the Dean of Academic Affairs to ensure they are selecting appropriate courses and meeting all requirements.
6. The Dean of WAVES will work to establish options and pathways for dual enrolment for students interested in pursuing career and technical education.

CMI Upward Bound Program

The Upward Bound Program is funded by a grant from the U.S. Department of Education and administered by the College of the Marshall Islands. The ultimate goal of the UB program is to assist high school students with preparation for post-secondary education through the development of academic and social skills.

The Upward Bound Program works with five schools. They are: Marshall Islands High School, Majuro Baptist Christian Academy, Assumption School, Majuro Cooperative School, and Seventh-Day Adventist School. Upward Bound accepts students who are in 8th-11th grade.

Once a student is accepted, they are expected to continue with the program until the Bridge Summer Program, which occurs the summer after High School graduation.

Services Provided

- Classes in Mathematics, English composition, English Literature, Foreign Language, Sciences, and Computer Literacy.
- Tutoring
- Information on Financial Aid/Scholarships
- Career Guidance
- Personal Counseling
- Standardized Test Preparation
- Information on College selection/admission

Academic curriculum focuses on Math & English. During the summer, it expands to include Sciences and Foreign Languages. Teachers will all hold at least a Bachelor's degree with a Master's degree preferred. The tutors are expected to have completed at least 1 year of college education successfully while an Associate's degree is preferred. Office Hours during academic year: (9:30 AM-6:00 PM) Monday thru Friday Phone #: 625-5033

Financial Aid

The College of the Marshall Islands (CMI) Financial Aid Office (FAO) is dedicated to assisting students in accessing financial aid by providing information and guidance throughout the application process. Our goal is to deliver efficient and high-quality financial aid services, continuously enhancing our support systems to improve student experiences. With a strong commitment to student success, we work to expand access to financial aid programs at CMI. Additionally, the Financial Aid Office serves as an essential resource, ensuring students have a clear understanding of their financial aid options and responsibilities.

Financial Aid Office Mission

The Financial Aid Office facilitates access to quality, higher and further educational services by providing efficient management of financial aid resources and delivers timely and equitable services to meet the financial needs of students.

Federal Pell Grant

The College of the Marshall Islands (CMI) is an eligible Institution of Higher Education and Postsecondary Vocational Institution, authorized by the U.S. Department of Education (USDOE), accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), and in compliance with all applicable admissions and program requirements. As a Title IV participating institution, CMI administers the Federal Pell Grant Program in accordance with the Higher Education Act of 1965, as amended, and related federal regulations and guidance for the 2025–2026 award year.

The Federal Pell Grant is a need-based grant that does not require repayment and is designed to support undergraduate students who have not yet earned a bachelor's or professional degree. Pell eligibility is determined using the student's Student Aid Index (SAI) from a valid Institutional Student Information Record (ISIR) and the annual Pell Grant Payment Schedule published by the USDOE. For the 2025–2026 award year, the maximum scheduled award is $7,395 (subject to federal appropriations and potential updates).

Pell Grants are intended to assist with educational costs, including tuition, fees, books and supplies, transportation, housing, and other personal expenses. Pell Grant disbursements are based on the student's official enrollment status—full-time, three-quarter-time, half-time, or less-than-half-time—as confirmed by the Registrar's finalized enrollment report and as of the published Pell recalculation date (also known as the census date and withdrawal/recalculation date). Adjustments to Pell Grant amounts will not be made after this deadline.

The Financial Aid Office (FAO) does not have discretionary authority to increase or modify Pell Grant amounts outside the parameters set by federal law. However, students selected for verification may be granted additional time to complete verification on a case-by-case basis,

provided all documentation is submitted by the applicable federal processing deadlines. No Pell Grant can be disbursed after the final processing deadline set by the FSA Processing System (FPS) for the 2025–2026 award year.

Under Year-Round Pell provisions, eligible students may receive up to 150% of their scheduled Pell award within the same academic year. To qualify for a third disbursement (typically in Summer 2026), students must have been enrolled full-time (12+ credits) in both Fall 2025 and Spring 2026, and be enrolled in at least 6 credits in Summer 2026.

This additional Pell support allows students to accelerate completion of their degree or certificate program without needing to wait for a new academic year to resume aid eligibility.

Pell Grant Lifetime Eligibility Used (LEU)

Under current Federal Student Aid (FSA) regulations for the 2025–2026 award year, a student's eligibility for the Federal Pell Grant is subject to a Lifetime Eligibility Used (LEU) limit. This limit is equivalent to 600% of Pell Grant funding, which generally equates to six years of full-time enrollment.

Since a student may receive up to 100% of their Scheduled Award per academic year, the 600% cap typically supports up to twelve full-time semesters (or the equivalent in part-time terms). LEU is cumulative and applies to all institutions the student has attended that participated in the Pell Grant program.

Students can track their used and remaining LEU by logging into StudentAid.gov with their FSA ID.

Remedial Coursework Limitation

In accordance with FSA regulations, Pell Grant eligibility covers up to 30 semester hours (or equivalent) of developmental/remedial coursework, if such courses are necessary for the student to progress into a regular academic program. These courses must be part of an eligible program and recommended based on academic assessment or placement testing.

Once a student exceeds the 30-credit-hour remedial limit, they may continue to receive Pell Grants only for credit-bearing coursework applicable to their degree or certificate program.

Basic Eligibility Requirements for Federal Financial Aid

To qualify for Title IV federal student aid programs, including the Federal Pell Grant, students must meet the following general eligibility criteria established under the 2025–2026 FSA regulations:

1. Citizenship & Eligible Noncitizen Status

A student must fall into one of the following categories to be eligible for federal financial aid:

- A U.S. citizen or U.S. national;
- A citizen of the Freely Associated States (FAS), including:
    - The Republic of the Marshall Islands (RMI),
    - The Federated States of Micronesia (FSM), or
    - The Republic of Palau (eligible under specific conditions defined by federal agreements);
- A lawful permanent resident (LPR) of the U.S. or an eligible noncitizen with documentation recognized by the U.S. Department of Homeland Security (DHS).

2. Enrollment in an Eligible Program as a Regular Student

To receive federal financial aid, a student must be enrolled as a regular student in an eligible program that leads to a degree or certificate offered by CMI. An eligible program must:

- Require at least 16 credit hours of coursework,
- Be a minimum of 15 weeks in length, and
- Meet Title IV standards as defined by federal regulation.

Students must complete the registration process and either pay or make financial arrangements for any tuition and fees owed in order to be officially enrolled.

3. High School Diploma or Equivalent

Federal regulations require that all financial aid recipients possess a high school diploma or its recognized equivalent before receiving Title IV aid. Accepted documentation includes:

- A U.S. high school diploma,
- A recognized General Educational Development (GED) certificate,
- A state-recognized high school equivalency credential.

CMI reserves the right to review and validate all high school credentials, both domestic and international. Students must submit official high school transcripts as part of the admissions process. The Vice President of Academic and Student Affairs (VPASA) or designee may request additional documentation to verify diploma authenticity. All decisions made by the VPASA or their designee are final and not subject to appeal.

4. Enrollment Status

To qualify for most types of federal aid, students must be enrolled at least half-time, which is defined at CMI as a minimum of 6 credit hours per semester. However, students with exceptional financial need may still qualify for a Federal Pell Grant even if enrolled less than half-time (i.e., fewer than 6 credits), subject to federal eligibility rules and recalculation dates.

CMI calculates enrollment status using semester credit hours, and all financial aid payments are processed based on the institutional semester calendar.

5. Academic Year Structure

CMI operates on a semester-based calendar and defines its academic year as follows:

- Fall and Spring Semesters: Each consists of 16 weeks of instruction.
- Summer Session: Typically spans 7 weeks, with an Accelerated Program offered over 8 weeks.
- Intensive Programs: Offered during regular semesters and last 8 weeks.

This structure meets the minimum federal definition of an academic year (30 instructional weeks), which directly influences the calculation of payment periods and disbursement schedules.

CMI awards financial aid on a semester basis, not by individual class weeks or sessions.

Enrollment Status Calculations

A student's enrollment status is determined by the total number of credit hours they are enrolled for a given semester. For financial aid purposes, enrollment intensity directly affects the student's Pell Grant disbursement percentage. The following table represents enrollment intensity for standard terms (Fall and Spring semesters):

Credits Enrolled	Enrollment Intensity	% of Scheduled Pell Award
12	Full-Time	100%
11	Three-Quarter-Time	92%
10	Three-Quarter-Time	83%
9	Three-Quarter-Time	75%
8	Half-Time+	67%
7	Half-Time+	58%
6	Half-Time	50%
5	Less Than Half-Time	42%

4	Less Than Half-Time	33%
3	Less Than Half-Time	25%
2	Less Than Half-Time	17%
1	Less Than Half-Time	8%

Award Calculations (Fall & Spring Semesters)

Credits	% of Pell	Annual Pell (Max $7,395)	Semester Split
12	100%	$7,395	$3,698 / $3,697
11	92%	$6,803	$3,402 / $3,401
10	83%	$6,138	$3,069 /-
9	75%	$5,546	$2,773 / -
8	67%	$4,955	$2,477 / $2,478
7	58%	$4,289	$2,144 / $2,145
6	50%	$3,698	$1,849 / -
5	42%	$3,106	$1,553 / -
4	33%	$2,440	$1,220 / -
3	25%	$1,849	$925 / $924
2	17%	$1,257	$629 / $628
1	8%	$592	$296 / -

Note: CMI follows semester-based disbursements. Awards split by term may vary by $1 to ensure correct annual totals.

Summer Session Enrollment

For summer sessions, enrollment intensity and Pell Grant disbursements are calculated using the same percentage-based method as during fall and spring terms, based on the number of credit hours a student is enrolled in.

However, for Pell Grant purposes, there is no fixed definition of full-time in the summer—it depends on:

1. The student's total annual Pell eligibility (including whether they are using Year-Round Pell),
2. Enrollment intensity, which affects the amount of Pell a student receives (measured as a percentage of full-time).

That said, if a student has already received 100% of their scheduled Pell Grant during fall and spring, they may qualify for Year-Round Pell and receive up to 150% of their scheduled award. To receive additional Pell in summer under Year-Round Pell, the student must generally be enrolled in at least 6 credits, which is considered half-time enrollment, not full-time.

Student Application for Financial Aid

Basic Application - FAFSA

To apply for federal student aid at the College of the Marshall Islands (CMI), students must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. As mandated by federal regulations, no student is ever required to pay a fee to submit the FAFSA. Students must complete all sections of the FAFSA to ensure full consideration for all types of Title IV aid, including the Pell Grant, FSEOG, and Federal Work-Study.

The FAFSA must be submitted electronically through the FSA Processing System (FPS), which performs the initial eligibility calculations and generates the student's official federal application record.

Deadlines

- The priority deadline for FAFSA submission for the 2025–2026 award year is as soon as possible after October 1, 2024.
- CMI recommends students submit all initial applications and required documents by this date to receive priority consideration.
- The federal deadline to submit a FAFSA for the 2025–2026 academic year is June 30, 2026, as set by the U.S. Department of Education.
- CMI's internal FAFSA processing deadline is June 29, 2025.
- Students who miss the priority date are still encouraged to apply as early as possible and complete all follow-up requirements before institutional deadlines.

CMI also sets additional internal deadlines throughout the year for submission of required documentation and verification forms. These priority and internal deadlines are reviewed annually and updated in the Financial Aid Policy as needed.

FAFSA Processing Output

Once a FAFSA is submitted and processed by the FSA Processing System (FPS), two key outputs are generated:

1. FAFSA Submission Summary (FSS) – This document provides the student with a summary of all submitted data, highlights any issues or flags, and identifies required certifications. It also shows the transaction number for tracking purposes.

2. Institutional Student Information Record (ISIR) – This is the official record sent to CMI, which is downloaded daily into CMI's Jenzabar Financial Aid (JFA) system via EdConnect and integrated with the SONIS Student Information System.

Student Aid Index

The ISIR contains the Student Aid Index (SAI), which replaces the former Expected Family Contribution (EFC). The SAI is a key determinant of a student's financial need and eligibility for federal financial aid programs, including Pell Grant amounts. The SAI is calculated using a federally mandated formula based on the student's financial and household information.

Required Documentation and Verification Process

Upon receiving an ISIR, CMI's Financial Aid Office initiates the following process:

- Verification of Program Enrollment: The student's declared program and credit hours are reviewed in the SONIS system to confirm enrollment in an eligible program.
- Satisfactory Academic Progress (SAP) Review: The student's GPA and course completion rate are evaluated using academic transcripts stored in SONIS to ensure SAP compliance.
- Request for Additional Documents: If the ISIR flags missing or conflicting information, the Financial Aid Office emails a request for additional documentation, such as verification worksheets, or identity confirmation.
- Citizenship Documentation: If the FSS does not confirm citizenship status and the student is not a U.S. citizen, the Financial Aid Office will request appropriate documentation (e.g., passport, or birth certificate), if not already stored in SONIS.

Students are encouraged to respond promptly to documentation requests to avoid delays in award processing or disbursement.

Verification

Selection for Verification

The Federal FAFSA Processing System (FPS) may randomly select certain student aid applicants for federal verification as part of the eligibility review process. When a student is selected, their FAFSA Submission Summary (FSS) and Institutional Student Information Record (ISIR) will include a verification flag and tracking group code.

All students selected for verification by the FPS must submit the required documentation to the CMI Financial Aid Office (FAO) via email at financialaid@cmi.edu.

In addition, CMI retains the institutional authority to select any student for institutional verification, especially in cases where there is conflicting, incomplete, or inconsistent information

on the FAFSA, ISIR, or related documents. Students selected for verification by CMI are subject to the same documentation requirements as those selected by the federal system.

Verification Tracking Groups

The U.S. Department of Education defines specific verification tracking groups (V1–V6) for categorizing the information that must be verified. For the 2025–2026 award year, CMI will follow the federally mandated requirements and primarily verify students assigned to the following groups:

- V1: Standard Verification – Includes verification of adjusted gross income (AGI), U.S. income tax paid, household size, and number in college.
- V4: Custom Verification – Requires verification of identity and statement of educational purpose.
- V5: Aggregate Verification – Requires all items from both V1 and V4.

If a dependent student is selected, parental information and documentation must also be submitted.

Verification Process at CMI

Once selected for verification:

- The student will be notified via CMI email and may also receive in-person notification from the FAO.
- The Financial Aid Office will explain the verification process, outline required documentation, and assist the student in understanding their assigned verification group.
- All verification documents must be completed, signed, and submitted by the deadlines set by CMI and prior to the federal processing cutoff date for the award year.
- Failure to complete verification will result in ineligibility for federal aid, including Pell Grants, FSEOG, and Federal Work-Study.

Students are encouraged to respond promptly and communicate with the FAO if they need clarification or assistance during the verification process.

Financial Aid Award Calculation

Under 2025–2026 FSA regulations, a student's eligibility for federal financial aid is determined using the standard formula:

Cost of Attendance (COA) – Student Aid Index (SAI) = Financial Need

This calculation is used to determine a student's eligibility for need-based aid, such as the Federal Pell Grant, FSEOG, and Federal Work-Study (FWS).

Cost of Attendance

The Cost of Attendance (COA) is a federally defined estimate of the total educational expenses a student may incur during an academic year. It represents a reasonable cost for a full-time student attending CMI and varies based on individual factors such as:

- Living arrangements (on campus, off campus, or living at home),
- Residency status (RMI resident, citizen of a Freely Associated State, or other nonresident).

The COA includes both direct costs (billed by the college) and indirect costs (personal and living expenses). Per FSA guidelines, the components of COA include:

- Tuition and fees
- Books, course materials, supplies, and equipment
- Living Expenses
- Transportation
- Personal and miscellaneous expenses

CMI establishes standard COA budgets annually based on federally approved methodologies and reviews them to reflect changes in the cost of living or educational delivery.

In-State Residence Rates
Associate Degree and Certificate Programs

Tuition and Fees for 12 credit hours (Full Time)	Living in Residence Halls	Living w/Parents or Relative	Living Off-Campus
Tuition	$ 4,410.00	$ 4,410.00	$ 4,410.00
Fees	$ 3,048.00	$ 3,048.00	$ 3,048.00
Books, course materials, supplies, and equipment	$ 2,175.00	$ 2,175.00	$ 2,175.00
Living Expenses	$ 7,247.00	$ 3,623.50	$ 10,150.00
Transportation	$ 895.00	$ 895.00	$ 895.00
Miscellaneous Personal Expenses	$ 2,763.00	$ 1,381.50	$ 5,132.00
Total Estimated COA	**$ 20,538.00**	**$ 15,533.00**	**$ 25,810.00**

In-State Residence Rates
Bachelor Degree Programs

Tuition and Fees for 12 credit hours (Full Time)	Living in Residence Halls	Living w/Parents or Relative	Living Off-Campus
Tuition	$ 4,650.00	$ 4,650.00	$ 4,650.00
Fees	$ 3,048.00	$ 3,048.00	$ 3,048.00
Books, course materials, supplies, and equipment	$ 2,175.00	$ 2,175.00	$ 2,175.00
Living Expenses	$ 7,247.00	$ 3,623.50	$ 10,150.00
Transportation	$ 895.00	$ 895.00	$ 895.00
Miscellaneous Personal Expenses	$ 2,763.00	$ 1,381.50	$ 5,132.00
Total Estimated COA	**$ 20,778.00**	**$ 15,773.00**	**$ 26,050.00**

Out-of-State Residence Rates
Associate Degree and Certificate Programs

Tuition and Fees for 12 credit hours (Full Time)	Living in Residence Halls	Living w/Parents or Relative	Living Off-Campus
Tuition	$ 5,050.00	$ 5,050.00	$ 5,050.00
Fees	$ 3,048.00	$ 3,048.00	$ 3,048.00
Books, course materials, supplies, and equipment	$ 2,175.00	$ 2,175.00	$ 2,175.00
Living Expenses	$ 7,247.00	$ 4,123.00	$ 10,150.00
Transportation	$ 895.00	$ 895.00	$ 895.00
Miscellaneous Personal Expenses	$ 2,763.00	$ 1,381.50	$ 5,132.00
Total Estimated COA	**$ 21,178.00**	**$ 16,672.50**	**$ 26,450.00**

Out-of-State Residence Rates
Bachelor Degree Programs

Tuition and Fees for 12 credit hours (Full Time)	Living in Residence Halls	Living w/Parents or Relative	Living Off-Campus
Tuition	$ 5,290.00	$ 5,290.00	$ 5,290.00
Fees	$ 3,048.00	$ 3,048.00	$ 3,048.00
Books, course materials, supplies, and equipment	$ 2,175.00	$ 2,175.00	$ 2,175.00
Living Expenses	$ 7,247.00	$ 4,123.00	$ 10,150.00
Transportation	$ 895.00	$ 895.00	$ 895.00
Miscellaneous Personal Expenses	$ 2,763.00	$ 1,381.50	$ 5,132.00
Total Estimated COA	**$ 21,418.00**	**$ 16,912.50**	**$ 26,690.00**

Satisfactory Academic Progress (SAP) Policy

In accordance with 2025–2026 FSA regulations, all students receiving federal financial aid at the College of the Marshall Islands (CMI) must meet Satisfactory Academic Progress (SAP) standards. These standards apply to all coursework attempted at CMI, regardless of whether the student received financial aid during the period of enrollment.

SAP is reviewed at the end of each academic term, including summer, and is required to maintain eligibility for all types of Title IV aid administered by the CMI Financial Aid Office.

SAP Evaluation Period

- SAP is reviewed each semester (Fall, Spring, and Summer) for students receiving aid.
- Returning students are evaluated using all prior academic history at CMI, regardless of the length of absence.
- Students who withdraw during a term or earn non-passing grades will be subject to the Reinstatement and Appeal Process.
- Academic policies of CMI do not override financial aid SAP rules.

SAP Components

SAP consists of two main components:

1. Qualitative Standard (Cumulative GPA Requirement)

- Students must maintain a minimum cumulative GPA of 2.0 (equivalent to a "C" average).
- Repeated courses and academically renewed coursework count toward the GPA as defined in CMI academic policy.
- Only credit-level coursework counts toward GPA evaluation for federal aid purposes.

2. Quantitative Standard (Pace of Progression)

- Students must successfully complete at least 67% of all attempted credits each semester.
- Attempted credits include all credits for which the student is registered at the census date, including withdrawals, incompletes, and failed courses.
- Earned credits are those where a passing grade has been received.

Credit Attempt	Credit Earn	Credit Attempt	Credit Earn
27-28	18	15-16	10
26	17	14	9
24-25	16	12-13	8
23	15	11	7
21-22	14	9-10	6
20	13	8	5
18-19	12	6-7	4
17	11	Fewer-5	All

Maximum Time Frame for Financial Aid Eligibility

In accordance with the 2025–2026 FSA regulations, students receiving federal financial aid must complete their program within a Maximum Time Frame (MTF) of 150% of the published program length. This limit includes all attempted credits, regardless of whether the student received financial aid for those credits.

Because community college attendance patterns can be nontraditional or intermittent, CMI measures this time frame in terms of credit hours attempted, rather than academic years.

Key Guidelines:

- A student becomes ineligible for Federal Pell Grant and other Title IV aid if they have attempted more than 150% of the credits required for their current academic program.
- All attempted credits, including:
    - Transfer credits from other institutions (once evaluated by CMI),
    - Withdrawn, repeated, and failed courses, and
    - Credits taken without financial aid are counted toward the MTF calculation.
- Students who have already earned a degree must be enrolled in a new and eligible program of study that is clearly distinguishable from their prior program.
- Pell Grant eligibility for students enrolled in multiple programs will be determined separately for each program, based on its own 150% limit.

Special Conditions:

- Students enrolled in short-term certificate programs (fewer than 30 credits) will undergo an SAP review at the end of each term, once grades are posted.
- A maximum of 30 credit hours of remedial coursework taken at CMI may be excluded from the total attempted credits used in the 150% calculation.

Transfer Credit Evaluation for Time Frame

Credits earned at other postsecondary institutions, once officially evaluated and posted by CMI Evaluators, will be reviewed by the Financial Aid Office during the SAP appeal process. Relevant prior coursework may be applied toward the maximum time frame limit, and this evaluation assists in determining a student's continued eligibility for aid.

DEGREE or CERTIFICATE PROGRAM	**REQUIRED CREDITS TO COMPLETE**	**150% TIMEFRAME**
Bachelor of Arts in Elementary Education	122 credits	183 credits
Associate of Arts in Business Specialization in Management or Accounting	61 credits	91 credits
Associate of Arts in Liberal Arts	61 credits	91 credits

Associate of Science in Agroforestry Education for Health and Sustainable Livelihood.	68 credits	102 credits
Associate of Science in Elementary Education	63 credits	94 credits
Associate of Science in Nursing	87 credits	130 credits
Certificate of completion in Accounting Clerkship	31 credits	45 credits
Certificate of Completion in Automotive Service Technology	33 credits	49 credits
Certificate of Completion in Community Outreach Worker	24 credits	36 credits
Certificate of Completion in Construction Trades	30 credits	45 credits
Certificate of Completion in IT Support Level 01	27 credits	41 credits
Certificate of Completion in Marine Science	30 credits	45 credits
Certificate of Completion in Marshallese Language Arts	24 credits	36 credits
Certificate of Completion in Marshallese Social Science	24 credits	36 credits
Certificate of Completion in Outer Atoll Health Assistant	36 credits	54 credits
Certificate of Completion in Public Health	29 credits	43 credits
Certificate of Completion Rating forming Part of a Navigation Watch	43 credits	64.5 credits
Certificate of Completion Rating forming Part of an Engine Room Watch	43 credits	64.5 credits
Certificate of Completion in Special Education	29 credits	39 credits

Certificate of Completion in Teaching	24 credits	36 credits
Certificate of Completion in Vocational Carpentry	39.5 credits	59 credits

Overview of Financial Aid Sanctions Based on SAP Evaluation

CMI monitors students' academic progress each term to ensure continued eligibility for financial aid under Satisfactory Academic Progress (SAP) requirements. Sanctions are applied as follows:

1. Financial Aid Warning

Students are placed on Financial Aid Warning for one semester if they don't meet one of the followings:

- Have a cumulative GPA below 2.0, or
- Fail to complete at least 67% of all attempted credits.

During the warning period, students remain eligible for financial aid. If SAP is not met by the end of the term, students must either successfully appeal to continue receiving aid or regain eligibility by meeting SAP standards independently.

2. Financial Aid Probation

Students are placed on Financial Aid Probation if:

- They fail to meet SAP standards after the warning period, and
- Submit and receive approval for a SAP appeal with an academic plan.

While on probation, students remain eligible for aid for one term and must:

- Follow the terms of the approved academic plan, and/or
- Meet SAP standards by the end of the probationary term.

Failure to do so results in Financial Aid Suspension.

3. Financial Aid Suspension

Students will be placed on Financial Aid Suspension if:

- SAP is not met for three consecutive semesters, or

- The student's GPA remains below 2.0 and they fail to meet the 67% completion rate during this period, or
- They exceed the 150% maximum timeframe for their program (e.g., more than 180 attempted credits for a 120-credit program).

Suspended students lose eligibility for aid until:

- A successful appeal is approved, or
- They meet SAP standards without financial aid.

Reinstatement Through Academic Improvement

Students who improve their academic record to meet the satisfactory standards for financial aid will be eligible for reinstatement of their student aid eligibility without the necessity of an appeal. That is, a student whose cumulative GPA returns to 2.0 (or better) may again receive student aid in the subsequent academic period if all other requirements are met. Students must submit a request in writing for SAP review when all credits have been posted to the academic transcript. This also applies to students who were previously denied through the financial aid appeal process.

Financial Aid Suspension and Appeals Process

Notification of Suspension

Students will receive official notice via CMI email detailing:

- SAP standard(s) not met,
- The resulting suspension of financial aid,
- Instructions and deadlines for submitting an appeal.

Grounds for Appeal

Students may appeal if they experienced documented extenuating circumstances, including:

- Serious illness or injury (self or immediate family),
- Death of a close family member,
- Mental health, housing, or other personal challenges,
- Other exceptional circumstances beyond the student's control.

Filing an Appeal

Submit the following to the Financial Aid Office:

- Completed Financial Aid Appeal Form with an advisor/counelor's guidence,
- A personal statement explaining the situation and resolution,

- Relevant supporting documentation,
- A detailed academic plan was developed with an advisor/counselor.

Deadlines

Appeals must be submitted before the following semester starts. Late appeals may not be accepted. Students must then regain eligibility by meeting SAP independently.

Appeal Committee and Responsibilities

Committee Composition

1. Financial Aid Director (Chair)
2. FABS Director (Co-Chair)
3. Dean of Student Services or Registrar Designee
4. Faculty Member
5. Academic Advisor
6. Counseling Department Representative

Responsibilities

- Review appeals individually based on submitted materials,
- Approve, deny, or request further documentation,
- Issue decisions prior to registration,
- Notify students of decisions via the Financial Aid Office.

Monitoring and Evaluation During Probation

- Students placed on financial aid probation must either meet the institution's SAP standards or successfully adhere to their approved academic plan by the end of the probationary term. If the student fulfills either condition, their eligibility for financial aid will continue into the next term. However, if the student fails to meet SAP or does not follow the academic plan as outlined, they will revert to financial aid suspension status and lose eligibility until reinstated.

Reinstatement After Denied Appeal or No Appeal

Students can regain eligibility for financial aid by meeting the institution's SAP standards without the benefit of federal aid. Once the student is in compliance with the required GPA and completion rate, they may reapply for financial aid and be reconsidered for eligibility in the following academic term.

Record-Keeping and Audit Compliance

1. All appeal-related records are retained for at least six years.
2. The Financial Aid Office ensures compliance with federal and institutional policies for audit and reporting.

Student Leave of Absence Policy

Purpose

This policy ensures that the College of the Marshall Islands (CMI) is in compliance with 34 CFR 668.22(d) regarding student-initiated Leaves of Absence (LOA). An LOA is defined as a temporary interruption in a student's active program of study.

Eligibility Requirements

A Leave of Absence may be approved if all the following federal and institutional conditions are met:

- There is a reasonable expectation the student will return.
- The total LOA does not exceed 180 days in any 12-month period.
- The LOA does not involve additional institutional charges.
- The student follows the official LOA request procedures.
- All required documentation is submitted and approved at the time the LOA is granted.

Approval Process

The SAP Appeal Committee—comprising the Financial Aid Director (Chair), FABS Director (Co-Chair), Dean of Student Services or Registrar Designee, Faculty Member, Academic Advisor, and Counseling Department Representative—will evaluate all LOA requests. Final approval will be issued by the Vice President of Academic and Student Affairs and the Vice President of Business and Administrative Affairs/Chief Financial Officer.

LOA requests will be considered only in cases of:

- Documented medical emergencies, serious illness, or injury,
- Extraordinary circumstances beyond the student's control (e.g., death of a family member, critical financial disruption).

Requests must be accompanied by verifiable documentation and application must be completed with a guidance of a counselor. Partial withdrawals (e.g., selective course drops) will not be approved unless the documentation clearly supports the limitation to certain courses. Otherwise, only complete term withdrawals will be accepted.

Required Documentation

For medical-related LOA requests, a letter from a licensed healthcare provider must include:

- Date of illness/injury onset,
- Dates under medical care,
- Explanation of how the condition impairs academic performance,
- Date the student can reasonably return,
- Last date of class attendance.

For bereavement-related LOA requests, the following must be submitted:

- Certified death certificate (for an immediate family member or educational sponsor),
- Proof of relationship (birth/marriage certificate),
- Additional documentation, if requested by the committee.

Other types of LOA requests will be evaluated individually, with required documentation determined by the committee.

Submission Guidelines

- The student or authorized representative must submit the completed LOA request form and all supporting documentation immediately upon awareness of the qualifying circumstance.
- The student must clearly indicate the intended date of return, which must not exceed 180 days within a rolling 12-month period.

Impact on Financial Aid and Academic Status

- An approved LOA is treated as a temporary enrollment interruption, and the student is not considered withdrawn.
- Title IV funds (e.g., Pell Grant) disbursed for the current term may be returned, and tuition/fee adjustments may be processed.
- If the student does not return after the approved LOA period, they will be treated as withdrawn, and a Return of Title IV (R2T4) calculation will be performed based on the last date of attendance.
- Students on LOA retain admitted status but are not considered registered and therefore do not hold the rights or privileges of enrolled students during the leave.
- Upon return, students may resume their original program of study without reapplying.

Pregnancy-Related LOA

Pregnancy alone does not automatically qualify for an LOA. However, if there are medical complications (e.g., mandatory extended bed rest), the student may request an LOA supported by appropriate medical documentation, consistent with other medical LOA guidelines.

Refund and Repayment Policies

Federal student aid recipients at the College of the Marshall Islands (CMI) are subject to two distinct policies when withdrawing from courses: the CMI Institutional Refund Policy and the Federal Student Aid Repayment Policy.

CMI Institutional Refund Policy

CMI follows a federally compliant institutional refund policy to determine eligibility for tuition and fee refunds based on withdrawal timing.

- For full-term courses, students are eligible for a full refund of enrollment fees and tuition if the course is officially dropped by Friday of the second week of instruction.
- For short-term courses (i.e., courses shorter than the standard term), refunds are granted if dropped by Friday of the first week of instruction.
- Refund eligibility is determined by the official date of course withdrawal as recorded by the Registrar.
- Refund requests must be submitted by the last day of instruction in the same semester in which the fees were paid. Refunds requested after this period will be disallowed.
- Credit balances from refunds will not carry over to the next term or academic year and will be forfeited if unclaimed.

Special Provision for Military Withdrawals

Students who withdraw due to military service obligations are eligible for a 100% refund of tuition and fees, regardless of the withdrawal date.

Federal Student Aid (Title IV) Repayment Policy

In accordance with FSA regulations (34 CFR 668.22), if a student who receives federal grant aid (e.g., Pell Grant, FSEOG) withdraws from all courses before completing more than 60% of the term, CMI is required to perform a Return of Title IV (R2T4) calculation.

Key provisions include:

- The Return to Title IV (R2T4) calculation is performed using the U.S. Department of Education's official COD system.
- Federal Work-Study (FWS) earnings are excluded from the repayment calculation.
- The FAO will determine the percentage of the term the student completed and the amount of Title IV aid "earned" versus "unearned."
- Any unearned portion of federal aid must be returned to the U.S. Department of Education. The school may also need to return a portion on behalf of the student.

Student Responsibility for Overpayment

- If the student received a cash disbursement (refund of excess aid) and withdraws before earning the full amount, they may owe a Title IV overpayment.
- The FAO will notify the student in writing of the repayment amount.
- Students have 45 days from notification to repay the overpayment directly to CMI.
- If unpaid after 45 days, the debt is reported to the National Student Loan Data System (NSLDS) and referred to the U.S. Department of Education for collection.
- Students who fail to repay or make satisfactory repayment arrangements will have their financial aid eligibility suspended until the overpayment is resolved.

The FAO is responsible for documenting the student's repayment status in NSLDS and monitoring compliance with the repayment agreement.

Federal Supplemental Educational Opportunity Grant (FSEOG) Policy

Purpose

The purpose of this policy is to outline the criteria and procedures for awarding the Federal Supplemental Educational Opportunity Grant (FSEOG) at the College of the Marshall Islands (CMI). In accordance with federal regulations, FSEOG funds are provided to undergraduate students with exceptional financial need, with priority given to students with the lowest Student Aid Index (SAI) and Pell Grant eligibility.

Scope

This policy applies to all CMI students who complete the Free Application for Federal Student Aid (FAFSA) and meet the eligibility requirements for federal financial aid, including FSEOG.

Eligibility Requirements

To receive FSEOG, a student must:

- Be Pell Grant eligible with exceptional financial need, as determined by the FAFSA and the SAI.
- Be enrolled or accepted for enrollment in an eligible program on at least a half-time basis.
- Be a U.S. citizen, citizen of the Freely Associated States (FAS), or an eligible noncitizen.
- Maintain Satisfactory Academic Progress (SAP) in accordance with CMI's financial aid policies.

Awarding and Distribution of Funds

Award Amounts

- Minimum award: $300 per semester

- Maximum award: $600 per year, subject to fund availability
- Award amounts are based on:
    - The student's financial need (SAI and COA),
    - Other financial aid received,
    - Availability of institutional FSEOG funds.

Cost of Attendance Consideration

The total amount of financial aid, including FSEOG, must not exceed the student's Cost of Attendance (COA) minus the SAI and all other forms of aid.

Awarding Priority

FSEOG funds are limited and are awarded on a first-come, first-served basis. Students who complete the FAFSA by CMI's priority deadline and demonstrate the greatest financial need receive priority consideration.

Application Process

- Students must submit a valid FAFSA by the institutional priority deadline to be considered for FSEOG.
- Eligible students will be notified via an official award letter or notification from the Financial Aid Office.
- Students must accept the FSEOG award through the financial aid portal. Failure to do so within the specified time may result in forfeiture and reallocation of the award.

Disbursement of Funds

FSEOG funds are disbursed at the beginning of each academic term, typically in two equal installments for the Fall and Spring semesters. The specific disbursement dates will be outlined in each student's official financial aid award notification.

Disbursed funds are first applied to cover institutional charges, including tuition, fees, and housing costs. Any remaining balance after institutional obligations are met will be refunded to the student to assist with other educational expenses such as books, transportation, and personal costs.

Monitoring and Compliance

The Financial Aid Office continuously monitors student eligibility for FSEOG throughout the academic year, including compliance with the institution's Satisfactory Academic Progress (SAP) policy.

To ensure alignment with federal requirements, monthly and year-end reconciliations of FSEOG funds are conducted to verify accurate disbursement and reporting.

All documentation related to the administration of FSEOG is maintained in accordance with federal regulations and is retained for a minimum of three years following the end of the applicable award year.

Reporting and Oversight

The College of the Marshall Islands is responsible for submitting all required reports to the U.S. Department of Education, including detailed information on FSEOG disbursements, student eligibility, and other federally mandated data.

The FSEOG program is subject to federal audits, compliance reviews, and program evaluations conducted by the U.S. Department of Education and other authorized agencies. The institution will fully cooperate with all oversight activities and maintain adherence to all applicable federal laws and regulatory requirements.

Renewal and Reapplication

To be considered for FSEOG in future academic years, students must submit a new FAFSA each year. Continued receipt of FSEOG funding is subject to the student's ongoing eligibility, including exceptional financial need, and the availability of federal funds allocated to the institution.

Adjustments and Appeals

The Financial Aid Office reserves the right to adjust FSEOG award amounts in response to changes in a student's Student Aid Index (SAI), enrollment status, or receipt of other financial assistance that may affect eligibility.

Students who experience a significant change in financial circumstances or believe an error occurred in the calculation or awarding of FSEOG funds may submit an appeal. All appeals must be submitted in writing and include appropriate supporting documentation for review

The Federal Work-Study Program (FWS) and CMI Work-Study (CWS) Programs

Purpose

This policy establishes the framework for administering the Federal Work-Study (FWS) and College of the Marshall Islands Work-Study (CWS) programs. It ensures compliance with applicable federal regulations while providing eligible students with access to part-time employment to support their educational and financial needs. The institution is committed to timely and accurate disbursement of student earnings.

Program Overview

The FWS and CWS programs provide on-campus job opportunities for students who demonstrate financial need. These programs are jointly funded by the U.S. Department of Education (FWS) and CMI institutional funds (CWS).

The Financial Aid Office (FAO) coordinates job placements and assists eligible students in identifying and applying for suitable part-time positions within the college. Work-study employment also serves as an opportunity for students to develop career-related skills and enhance their professional experience.

Students must meet the eligibility requirements outlined in the CMI Financial Aid Handbook or current College Catalog and must formally apply for available positions through the institution's advertised hiring process.

Community Service Requirement (FWS Only)

In compliance with federal requirements for FWS:

- At least 7% of the institution's annual FWS allocation must be used to pay the federal share of wages for students employed in community service positions.
- As part of this requirement, institutions must employ at least one or two FWS students in roles such as:

    - Reading tutors for children,
    - Family literacy support positions, or
    - Mathematics tutors for elementary students.

Award Period and Funding Cycle

All Campus-Based Aid programs, including FSEOG and FWS, operate on an annual cycle beginning July 1 and ending June 30 of the following year, in alignment with the federal award year.

Eligibility Criteria

Federal Work-Study (FWS) Program

To be eligible for the Federal Work-Study program at CMI, a student must:

- Be enrolled or accepted for enrollment as an undergraduate student in an eligible program,
- Meet all general Title IV eligibility requirements, including completion of the FAFSA,
- Maintain a minimum cumulative GPA of 2.0,
- Maintain a minimum attendance rate of 80%,
- Be in good academic and disciplinary standing (not on academic or behavioral probation),

- Have completed at least two semesters of enrollment at CMI.

Students who do not meet one or more of the above institutional criteria may submit a written appeal to the Financial Aid Office. Appeals will be reviewed on a case-by-case basis to determine whether special circumstances warrant an exception.

College Work Study (CWS) Program

Eligibility for the CMI-funded Work-Study Program requires that the student:

- Be officially enrolled at the College of the Marshall Islands,
- Meet the institution's Satisfactory Academic Progress (SAP) standards, including:
    - A minimum cumulative GPA of 2.0, and
    - Completion of at least 67% of attempted credits each semester,
- Have completed all required financial aid documentation.

Students who do not meet one or more of these requirements may be considered for participation only if referred by the SAP Appeals Committee and granted an exemption based on documented special circumstances.

Procedures & Monitoring

Program Oversight and Monitoring

The Assistant Director of Financial Aid, in coordination with the Director of Financial Aid, is responsible for:

- Determining student eligibility and awarding FWS in accordance with U.S. Department of Education (USDOE) and institutional guidelines.
- Ensuring that CMI meets the federal requirement that at least 7% of the institution's FWS allocation is used for students employed in community service roles, including:
    - Reading tutors for children,
    - Math tutors for elementary students, or
    - Participants in family literacy programs.

The Assistant Director also conducts monthly monitoring of both FWS and CWS expenditures to confirm that all funds are distributed appropriately and remain within the allocation for the award year (July 1 – June 30).

Student Employment Documentation Requirements

Before placement, the Assistant Director ensures that the following information is documented for every FWS/CWS student employee:

- Official job description corresponding to the department or role,
- Maximum hours (up to 20 hours per week),
- Hourly pay rate,
- Employment start and end dates,
- Inclusion of FWS in the student's financial aid award package,
- Signed timesheets by both student and supervisor (retained by FAO),
- Completed employment application,
- Verification that the student does not work during scheduled class time, and
- Confirmation that overtime is not permitted.

Job Descriptions

Each FWS/CWS position must have a job description that includes:

- Job title and classification (e.g., Reading Tutor I, Lab Assistant),
- Employer name and address (e.g., CMI, nonprofit agency),
- Department or office where employed,
- Work location,
- Supervisor's name,
- Description of the role, duties, and responsibilities,
- Rate of pay, consistent with institutional wage policy,
- Qualifications required for the role and wage level,
- Employment period (start and end dates),
- Method for determining pay levels (if multiple),
- Performance evaluation process and schedule.

Student Job Placement

Students interested in participating in the FWS/CWS program must review current job openings posted on the CMI website. Students are responsible for contacting supervisors directly to schedule an interview.

- If a supervisor determines the student is a good match, they notify the FAO.
- The FAO confirms student eligibility and issues a Work-Study Notification to the student and supervisor.

Payroll and Payment Policies

All Work-Study positions are hourly and subject to the same payroll period as regular CMI employees. Students may work a maximum of 40 hours per biweekly pay period (up to 20 hours per week). Pay rates are as follows:

- FWS: $7.45/hour
- CWS: $5.53/hour
- Student Leaders & ASP Tutors: $10.20/hour

- SGA President: $11.50/hour

Timesheets must be submitted on time and accurately to the Human Resources Office. Students are paid on a biweekly basis according to the CMI payroll schedule, and payment is issued either by direct deposit or paper check. Students must be compensated for all hours worked and cannot volunteer time in any FWS or CWS position. Students may not work past the expiration of their contract unless they are formally rehired under a separate funding arrangement.

Federal Reporting Requirements

The institution is responsible for submitting accurate and timely reports to the U.S. Department of Education regarding the disbursement of FWS funds, student eligibility, and related data. The FWS program is subject to audit and program review by the USDOE and other authorized entities. CMI will ensure full compliance with all applicable federal regulations and cooperate with any audits or reviews.

Scholarship and Other Grants

Students from the Republic of the Marshall Islands (RMI), Federated States of Micronesia (FSM), and Palau may be eligible for a variety of national and state scholarship programs. The College of the Marshall Islands (CMI) Financial Aid Office assists applicants by helping them complete the necessary state scholarship application forms. Once completed, the Financial Aid Office certifies the expense portion and submits the application to the appropriate scholarship office for processing and review.

In addition to national and state programs, the Financial Aid Office provides guidance and support for students applying to external scholarship opportunities such as the Australian Scholarship, RMI Scholarship, Japan Scholarhip and many more.

Scholarship Deadlines

Financial Assistance while attending CMI

- RMI Scholarship, Grant, and Loan Board Program:
    - Fall - June 30
    - Spring - November 1
    - Summer - April 1
- FSM National Scholarships (Chuuk, Kosrae, Pohnpei, Yap):
    - Fall - June 30
    - Spring - December 31
    - Summer - May 31
- Pohnpei State Scholarship:
    - Fall - June 30
    - Spring - Decemeber 30
- Yap State Scholarship:

    - Fall - June 28
    - Spring - December 31
- Kosrae State Scholarship:
    - Fall - June 30
    - Spring - November 30
- Chuuk State Scholarship: June 30
- Palau National Scholarship: August 15

Financial Assistance for those planning to continue after graduation

- Australian Scholarship: April 30
- Japan Scholarship:
- Taiwan Scholarship:

Conflicting Information

In accordance with 2025–2026 Federal Student Aid (FSA) regulations, the College of the Marshall Islands (CMI) Financial Aid Office (FAO) is required to resolve any conflicting information in a student's financial aid file—regardless of whether the student was selected for verification.

Conflicting data may include—but is not limited to—discrepancies between documents, application responses, institutional records, or third-party information. If such conflicts arise, the FAO must request additional documentation to clarify or resolve the issue.

- The request for documentation will be sent to the student in writing via CMI email.
- The student must respond with the required documentation within the deadline specified in the communication.
- Until the conflict is resolved, the processing of the student's financial aid will be suspended, and no federal funds will be disbursed.

The U.S. Department of Education grants institutions the explicit authority to request any documentation necessary to resolve conflicting information and to withhold federal aid until the matter is fully resolved and the student's eligibility is confirmed.

Confidentiality & Compliance with Federal Regulations

The College of the Marshall Islands Financial Aid Office maintains strict compliance with the Family Educational Rights and Privacy Act (FERPA) to protect the confidentiality of student financial records. Staff are required to uphold privacy standards, and access to student information is restricted to authorized personnel with a legitimate educational need. Students have the right to review their records within 45 days of request, and release of information to third parties requires written consent. Misrepresentation or fraud is referred for review and possible legal action. The institution ensures full compliance with Title IV federal regulations through regular staff training and annual policy reviews to uphold transparency, security, and federal accountability in financial aid administration.

Tuition and Fees

Registration is considered official only when all tuition and applicable fees have been paid. Students who are eligible for Federal Pell Grants and have a valid Institutional Student Information Record (ISIR) on file may apply their Pell Grant awards toward tuition and registration fees, up to the amount of their eligibility. Any remaining balance beyond the Pell Grant coverage must be paid by the student using cash, check, or by enrolling in an approved payment plan during the registration period.

The textbook fee covers access to required course materials for the semester. This fee ensures that students have timely access to the textbooks needed for their college courses at the start of each term.

All tuition and fee rates are approved by the College of the Marshall Islands Board of Regents. The College reserves the right to modify tuition and fee schedules for any academic term without prior notice.

2025 -2026 Fee Schedule

	Full-Time Students (12 credits)	Part-Time Students	Summer Semester
Tuition	$1900 for A.S. courses $1860 for B.A. courses	$135.00/credit $150.00/credit for B.A. courses	$135.00/credit
Each additional credit over 18 (permission required)	$135.00/credit $150.00/credit for B.A. courses		
International Student (Fall/Spring) Each additional credit over 18 (permission required)	$1,960.00/semester $200.00/credit	$200.00/credit	$200.00/credit
Audit (non-refundable)	$75.00/credit	$75.00/credit	$75.00/credit
Recognition of Prior Learning	$30.00/credit	$30.00/credit	$30.00/credit
Registration Fee*	$35.00	$35.00	$35.00
Activity Fee*	$40.00	$20.00	$20.00

Health Fee*	$50.00	$35.00	$25.00
Technology Fee*	$130.00	$130.00	$130.00
Book Fee to cover cost of all textbooks*	$300.00	9-11 credits: $235.00 6-8 credits: $170.00 3-5 credits: $105.00	9-11 credits: $235.00 6-8 credits: $170.00 3-5 credits: $105.00
Insurance Fee*	$20.00	$20.00	$20.00
Library Fee*	$25.00	$25.00	$25.00
Facilities Fee*	$270.00	$270.00	$270.00
Education Lab Fee per course	$50.00	$50.00	$50.00
Nursing Lab Fee per course	$50.00	$50.00	$50.00
Computer Lab Fee per course*	$85.00	$85.00	$85.00
Science Lab Fee per course*	$60.00	$60.00	$60.00

*Mandatory Fee for all students

Transcript Fees

	On-Island	Off-Island
Standard Processing (first copy free) (5 working days)	$3.00	$11.00
Expedited Processing (1 working day)	$10.00	$18.00

Other Fees and Charges

Fee/Charge	Amount
Matriculation Fee (One-time charge for new students)	$100.00

Late Registration Fee	$40.00
Graduation Application Fee	$25.00
Replacement of laboratory equipment and other item(s)	Cost of broken or lost item(s)

Residence Hall Charges

Students residing in the CMI Residence Halls are required to enroll in a meal plan as part of their housing agreement. Those who are unable to cover the full cost of their housing package may be eligible to participate in the work-study program to help offset their expenses.

Uliga Kumit Hall					
	Lem	**Wojla**	**Kor Kor**	**Tipnol**	**Walap**
Dorm fee	$470.00	$470.00	$470.00	$470.00	$470.00
Meal Plan	$393.00	$393.00	$393.00	$786.00	$1,179.00
School Supplies	$0.00	$150.00	$150.00	$150.00	$150.00
Other needs	$0.00	$0.00	$250.00	$250.00	$250.00
	$863.00	**$1,013.00**	**$1,263.00**	**$1,656.00**	**$2,049.00**
Uliga Enra Hall					
	Lem	**Wojla**	**Kor Kor**	**Tipnol**	**Walap**
Dorm fee	$400.00	$400.00	$400.00	$400.00	$400.00

Meal Plan	$393.00	$393.00	$393.00	$786.00	$1,179.00
School Supplies	$0.00	$150.00	$150.00	$150.00	$150.00
Other needs	$0.00	$0.00	$250.00	$250.00	$250.00
	$793.00	**$943.00**	**$1,193.00**	**$1,586.00**	**$1,979.00**

Arrak				
	Lem (Carpentry)	**Tipnol**	**Walap**	
Dorm fee	$375.00	$375.00	$375.00	
Meal Plan	$786.00	$786.00	$786.00	
Other needs	$85.00	$125.00	$300.00	
	$1,246.00	**$1,286.00**	**$1,461.00**	

Bus Passes for CMI Students

Annual	
Zone 1 (Delap-Uliga-Djarrit)	$300.00
Zone 2 (DUD to Airport)	$325.00
Zone 3 (DUD to Woja)	$350.00
Zone 4 (DUD to Laura)	$375.00

Four Months	
Zone 1 (Delap-Uliga-Djarrit)	$50.00
Zone 2 (DUD to Airport)	$75.00
Zone 3 (DUD to Woja)	$100.00
Zone 4 (DUD to Laura)	$125.00

Monthly	
Zone 1 (Delap-Uliga-Djarrit)	$25.00
Zone 2 (DUD to Airport)	$50.00
Zone 3 (DUD to Woja)	$75.00
Zone 4 (DUD to Laura)	$100.00

Daily	
Zone 1 (Delap-Uliga-Djarrit)	$4.00
Zone 2 (DUD to Airport)	$4.00
Zone 3 (DUD to Woja)	$5.00
Zone 4 (DUD to Laura)	$5.00

Registration

CMI Students may register during the registration periods published in the official Academic Calendar. All students must be officially admitted and clear any holds prior to registering. While CMI personnel will provide assistance to students, course selection and fulfillment of registration requirements are ultimately the responsibility of the individual student. Online registration is available at https://cmi.jenzabarcloud.com/.

The institution is also implementing an Early Registration system, which allows students to register for their courses well in advance of the upcoming semester. This early registration process is designed to help students secure their preferred classes and plan their schedules more effectively. It is highly recommended that students regularly check the academic calendar to stay informed about the specific dates and deadlines for the early registration period. By doing so, they can avoid missing out on important registration opportunities and ensure a smooth start to their academic term.

First Day of Instruction – No Shows

If in the first week a student does not attend the first class and then subsequent classes during the add/drop period, the instructor has the right to remove students from the roster through the registrar via email. Students are responsible for ensuring that they are able to attend the first day of class and for contacting the instructor in case an emergency or other situation out of their control prevents them from attending.

Fall/Spring/Summer - Instructors may report no show student(s) until the last day of the add/drop period, which is listed in the official Academic Calendar. Students who are dropped during this period will be removed from the course without penalty and with a 100% tuition refund.

Auditing Classes

Any student may audit CMI courses upon receiving approval from the instructor. International students wishing to audit courses must follow the CMI international student admissions guidelines. Permission to audit courses is granted after students registering for credit have been enrolled and spaces are available. Auditing laboratory science courses is generally not allowed. Auditors register and pay the non-refundable auditor fee. No credit is given at any time for an audited course, and the symbol “AU” is recorded for the course on the student’s transcript.

Adding a Course

Courses may be added during the add/drop period listed on the official Academic Calendar.

Withdrawals Policy

Fall/Spring/Summer - students may drop course(s) until the last day of the add/drop period listed on the official Academic Calendar without penalty and with a 100% refund. Final dates to withdraw without official record and with a grade of “W” are also published in the official

Academic Calendar. Withdrawals will not be processed after the last date to withdraw with a "W". While CMI personnel will advise and assist students with tht process, it is the responsibility of students to initiate the withdrawal process and ensure that is completed prior to the deadline. "

Transcripts

Requests for transcripts are submitted through the Registrar's Office. Contact Jimua Abon at jabon@cmi.edu.

Student Support Services

Student Services creates purposeful experiences for students that promote leadership, life skills, and personal development while enhancing campus life. The Student Services department collaborates with students, faculty, staff, alumni, and community members to provide innovative and intentional programs, services, and activities.

New Student Orientation

New Student Orientations are held for all new, readmit and transfer students entering CMI in the Fall, Spring and Summer. This program is mandatory for new students and readmitted, as it provides insightful and helpful advice from current students, the opportunity to interact with an NSO Leader, tour the campus, attend priority registration, and network with other students new to CMI. The first three days consist of presentations from student support services and academic support services to financial aid and more. Once completed, the student will meet with their Academic Advisor to register for their courses.

If a student misses any of the orientation days, the student will need to make up via Online Orientation.

Fitness Center

The Fitness Center provides students, CMI staff and faculty a facility to work out and stay fit. It offers an outlet for health, recreational equipment and healthy activities to provide the CMI community with general well-being and social development. It is open from 8 am – 8 pm Monday through Friday. For more information see www.cmi.edu/student-services/fitness-center/

Residential Life

The Residential Life Program mission is to provide for a conducive, safe, and collegial learning environment and promote academic success, cultural awareness, and life skills to residents. The Residence Halls are designed to be residences in which students can study, mature, and acquire lasting friendship. The diversity of people, values, and lifestyles establishes a positive environment in which residents further their educational development. Commencing Summer 2021, all students who reside on campus must present proof of vaccination or evidence of a medical exemption.

More information about the residence halls can be found at www.cmi.edu/student-services/residence-hall/

Health Center

Basic health services are available to the College community at both our Uliga and Arrak campuses. Our Health Center is managed by a full-time registered nurse and an assistant nurse. The nurse is on-call 24 hours a day, 7 days a week to our students living in the Residence Halls, and services are available every day to the rest of the community from Monday to Friday, 8 am to 12 pm and 1 pm to 5pm.

RMI citizens are automatically covered under the RMI Basic Health Care Plan at the Majuro Hospital. Students from Palau, CNMI, FSM, Guam and the United States will be required to pay a $20 doctor's fee for every hospital visit for their first year, every year after that will be at $5.00 per visit.

Available services include over-the-counter medications, prescription refill, influenza vaccinations, limited laboratory tests including pregnancy and blood sugar level, sexual health care, and screening for health issues such as hypertension, diabetes, and obesity.

For more information visit www.cmi.edu/student-services/health-services/

Student Government Association

The Student Government Association represents student interests on CMI standing committees and organizes student events on campus. Officer elections are held annually. For more information, contact Meyar Laukon, Dean of Student Success, at mlaukon@cmi.edu.

Student Government Elected Officers include the officers and senators for registered clubs and CMI Centers:

- SGA President
- SGA Vice President
- SGA Executive Secretary
- SGA Treasurer
- SGA Public Relations Officer
- Senator for WAVES
- Senator for Education
- Senator for Liberal Arts
- Senator for Nursing
- Senator for Business
- Senator for Diversity
- Senator for Student Sports
- Senator for Residence Life
- Senator for Student Clubs
- Senator for Wotje Center

- Senator for Ebeye Center
- Senator for Jaluit Center

Student Clubs and Student Activities

Under the supervision of Student Government Association (SGA), student clubs are created for students' interests and showcases diverse cultures and activities that promote student engagement. To get more information go to the CMI website under Clubs and Activities where there is a Student Club Handbook. https://www.cmi.edu/student-activities-and-club/

Counseling

CMI's Counseling Department advises CMI students regarding problems with academic performance, attendance, attitude and adjustments.

Counselors provide individual and group counseling for different issues related to academic failure, substance abuse, suicide prevention, personal esteem, peer relationship, decision making, and family issues.

The mission of the Counseling Department is to foster an environment of support that enhances students' academic, personal and professional growth as we strive to:

1. promote and support areas in the academic field;
2. promote and support areas in the personal life;
3. promote and support areas in the career field.

The department helps students make good choices and become aware of relationships between education and their future. In regard to social interaction, the student will develop an awareness and responsibilities necessary for accepting social relationships within the school, home, and the community. Students will become aware of his/her ways of learning, abilities, and values to strive for possible career and personal goals. Students will learn to change behaviors to healthy ones not only academically but also in personal, social, and mental wellbeing.

For more information or to set up an appointment, contact Oyinade Ogunmokun, Director of Counseling at the Student Services Building or oogunmokun@cmi.edu

Academic Support Program (ASP)

ASP provides a range of services and resources such as learning environments, tutoring, computer labs, technical support and professional development for peer tutors, Learning Center monitors and paraprofessionals. Students seeking to enhance their learning experience are encouraged to utilize our academic support services to achieve their educational goals.

Academic support takes various forms at our institution. We provide tutoring for Math, Science, Computer Applications, and Writing in two dedicated learning centers, the STAMP - Learning Center (TH 105) and the Writing Center (WH 201). Additionally, these spaces offer computer and internet access, along with quiet study areas, catering to students with busy home lives.

ASP Values

- Provide academic support in a welcoming, nonjudgmental, and caring environment.
- Encourage students to take ownership of their college experience and ask for help when they need it.
- Provide quality services and resources for students
- Improve program continuously through assessment and evaluation
- Appreciate and promote diversity
- Value the unique skills and talents and work style of each staff and student employee
- Help student employees develop their leadership potential
- Commit to an open, honest, and respectful working and learning staff community
- Work collaboratively in campus-wide partnerships
- Promote CMI's mission, vision, and values

Writing Center (Room WH 201)

The Writing Center provides valuable assistance to students across all classes. Our services include traditional tutoring, computer access, technology support, and printing. During face-to-face tutoring sessions, students discuss writing concerns such as sentence structure, paper organization, and source citation. Whether students drop in, schedule an appointment, or come via instructor referrals, we're here to help. The Writing Center operates Monday to Friday from 8:00 am to 6:00 pm.

STAMP - Learning Center

The Science, Technology and Mathematics Playground (STAMP) houses computer laboratories where students can access resources for their science, computer, and math classes. Our dedicated tutors provide assistance either face-to-face or group settings. Students seeking tutoring can drop in, schedule appointments, or be referred by their instructors. Additionally, we offer technology support and printing services.

Small STAMP (Room TH 105)

A dedicated open lab where students can access computers, print materials, and receive additional assistance in Science, Math, and computer classes like ICS 101 from our tutors.

Operating hours: Monday to Friday, 8:00 am – 6:00 pm.

Big STAMP (Room TH 209)

Big STAMP is a lab which houses many of the ICS and Developmental Math classes. It is open to students when no classes are in session.

Contact Information

Jemimah L. Razalan
Associate Dean of Learning Support
Email: jrazalan@cmi.edu

Tilmaake Resources and Career Center (TRACC)

The Tilmaake Resources and Career Center (TRACC) aims to assist students and adults in acquiring the knowledge, skills, and attitudes that enable a successful transition from school to work. TRACC offers various career services that empower students to explore, define, and realize their career goals. Some of the services provided are:

- Career & transfer counseling
- Internship opportunities
- Scholarship inquiries
- Community Employment
- Student success workshops
- Standardized testing preparation
- College transfer assistance to students
- Career planning workshops and activities
- Annual Career Fair
- Collaborate with the Alumni Association Club

Program Learning Outcomes

We aim to provide lifetime tools and skills for academic achievement, educational exploration, professional development, job search success, and career satisfaction through our workshops.

We promote friendly and healthy spaces that enhance students' academic and personal growth as we strive for excellence in the educational field, private field, and career and transfer pathway.

We assist our graduates in pursuing their undergraduate studies at universities that have partnership or articulation agreements with:

1. University of Guam
2. Eastern Oregon State University
3. Chaminade University
4. University of Hawaii, Hilo
5. Aspen University, Phoenix, Arizona
6. University of the Ryukyus, Okinawa, Japan

Contact Information

Ninitha J. Note
TRACC Adviser
Email: nnote@cmi.edu

Academic Policies

Academic Good Standing

A student is in academic good standing when his or her cumulative GPA is 2.00 or above and s/he has completed 67% of credits attempted during the semester. To graduate from the College of the Marshall Islands, a student must be in good academic standing. A student may not graduate while on academic probation.

Academic Probation and Suspension Policy

A student whose cumulative GPA is less than 2.00 or who has completed fewer than 67% of credits completed will be placed on academic probation. Students on academic probation will be notified of their status by the Registrar's Office and encouraged to seek counseling**.**

Continued Academic Probation

Following a semester on academic probation, a student will be placed on continued academic probation if his or her cumulative GPA remains less than 2.00 or if s/he has not completed 67% of credits attempted during the academic probation semester.

Academic Suspension/Dismissal

A student whose cumulative and semester GPA are below 2.00 at the end of a semester of continued academic probation will be suspended from the College for one (1) full academic year. CMI reserves the right to suspend, dismiss or otherwise sanction at any time, a student whose conduct or health is such that the administration believes continuance at the College is undesirable, subject to the Board of Regents Rules and Regulations.

Readmission

A student who has been suspended from the College for academic reasons may be readmitted for the semester beginning one year after the date of academic suspension. A student readmitted to CMI following an academic suspension loses eligibility for Pell Grant assistance and returns on academic probation. During the first term after readmission, a suspended student must earn a minimum semester GPA of 2.00 and complete a minimum of 67% of credits attempted. Failure to earn this minimum semester GPA will result in suspension for one academic year. Pell Grant eligibility will not be reinstated until the student has attained a cumulative GPA of 2.00 or higher.

Appeal

A student who has been suspended for academic reasons may appeal the decision in writing to the Dean of Academic Affairs within ten (10) working days of receiving the notification.

Honor Roll

Each semester the College publishes an Honor Roll recognizing full-time and part-time students with a semester GPA of 3.50 or higher:

Full-time Student (12 or more credits)

- President's List GPA of 4.00
- Dean's List GPA of 3.80 and 3.99
- Honors List GPA of 3.50 and 3.79

Part-time Students (Less than 12 credits)

- Honors List GPA of 3.50 or Higher

Grades and Grading

Grades awarded for CMI classes reflect the quality and quantity of work completed by students. Instructors inform students of course grading policies within the syllabus, which is explained and distributed to students at the beginning of each course and available through the learning management system. Instructors maintain accurate records of student grades in the college learning management system.

Grade Point Average (GPA)

The number of grade points earned for each course attempted is calculated by multiplying the credit hours for the course by the grade point received in the course. The sum of this figure for all courses included in the GPA calculation divided by the total credits hour for all attempted courses included in the calculation yields the GPA. Only credit-level coursework completed at CMI is considered as part of this calculation, except for specific purposes defined in other policies.

Substandard Grades

Grades of D+, D, F, or NP are considered substandard. No credit will be awarded for courses in which students receive grades of F or NP. Some programs may accept D+ or D grades. Programs that do not accept D+ or D grades will indicate the expected minimum grade on the program sheet.

Letter Grades

The following grades are used in the GPA calculation when assigned for credit-level work or as otherwise specified in policy:

Course Grade	**Percentage**	**Quality of Work**	**Grade Points**
A	90 – 100	Excellent	4.00
B+	85 – 89	Very good	3.50
B	80 – 84	Good	3.00
C+	75 – 79	Fair	2.50
C	70 – 74	Fair	2.00
D+	65 – 69	Poor	1.50
D	60 – 64	Poor	1.00
F	0-59	Fail	0.00

The following grades do not impact a student's GPA:

Incomplete (I)

A mark of I is given when a student is otherwise doing acceptable work but is unable to complete the course due to circumstances beyond their control. These grades must be accompanied by a Report of Incomplete Work Form. Any incomplete grade that is not resolved within one year will automatically revert to the grade specified on the Report of Incomplete Work Form.

No Pass (NP)

Students in developmental courses who do not meet the requirements for award of credit will receive a grade of NP.

Withdrawal (W)

A student may withdraw from a course during the period specified in the Academic Calendar. The grade of W will be noted on the student's transcript but will not affect the student's GPA. No credit will be awarded.

Audit (AU) Grades

When a student has enrolled in a course as an audit student, that course will be recorded on the transcript with a grade of AU. No credit will be awarded.

Grade Reports

Official grade reports shall be made after the midterm and the end of the course according to the schedule in the Academic Calendar. Midterm grade reports are progress reports and are neither reported on the student's transcript nor included in the GPA calculation. Final grade reports are recorded on the student's transcript and included in the GPA calculation as specified Students shall also be informed of their progress informally by their instructors throughout the semester and by request.

Repeated Courses

Students may retake courses in which they have earned substandard grades. Students wishing to retake a course in which they earned a C or better must petition the Dean responsible for the program. Both the original and repeated class and grade remain on the transcript, but only the most recent grade is calculated in the cumulative GPA, and credit is awarded only once.

Grade Appeals

Students may appeal a grade if they believe it was awarded in error or unfairly. Grade appeals do not include opportunities for students to make up work or complete work for extra credit, though in rare cases an examination or demonstration of skills may be requested as part of a formal grade appeal. Students who believe they have been awarded a grade in error or unfairly should first contact the instructor and/or department chair and attempt to resolve the issue informally. The

instructor may agree to change the grade via the Change of Grade Form. If the issue is not resolved, the student may file a formal Grade Appeal with the Dean responsible for the program. The burden of evidence for a formal grade appeal falls upon the student. Grades may not be changed after one calendar year has passed.

Other Reasons for a Change of Grade

Outside of the appeal process or resolution of an Incomplete (I) grade, instructors may initiate the Change of Grade procedure using the Change of Grade form only if they discover that the grade was awarded in error.

Course Numbering System

000 – 099	Developmental, ABE, and some not-for-credit CTE courses
100 – 199	Courses applicable toward a degree or certificate and taken primarily by first-year students
200 – 299	Courses applicable toward a degree and taken primarily by second-year students
300 – 399	Courses applicable toward a bachelor's degree and taken primarily by third-year students
400 - 499	Courses applicable toward a bachelor's degree and taken primarily by fourth-year students

Credits

The unit of credit at CMI is the semester credit. Each credit represents 45 hours of student effort, with a minimum of 15 instructional hours depending on the type of course. Each instructional hour consists of a minimum of 50 minutes within a 60-minute period.

Academic Renewal Policy

Policy Statement

CMI students may have substandard grades excluded from the calculation of their grade point average (GPA) for graduation purposes, so long as 1) the grades do not reflect their demonstrated academic ability, 2) the grades are at least three years old or the student can demonstrate extraordinary extenuating circumstances, and 3) the courses excluded from the GPA calculation have not and will not be used to meet graduation requirements. These courses, however, will remain part of the student's academic record and grades.

Reason for the Policy

CMI recognizes that learning is a lifelong process and that students' abilities, circumstances, and educational goals change over time. Past performance should not prevent future achievement.

Definitions

Substandard grades: grades of D+, D, or F

Demonstrated academic ability: students will be considered to have demonstrated academic ability to qualify under this policy if they have completed one of the following since receiving the substandard grades:

- 15 credit hours at an accredited college with a GPA of 3.00 or higher
- 30 credit hours at an accredited college with a GPA of 2.50 or higher
- 45 credit hours at an accredited college with a GPA of 2.00 or higher

They must not have a D+, D, F, NP, or unresolved I grade during the semesters in which these credits were earned.

- **Extraordinary extenuating circumstances:** Situations that arose outside the control of the student that significantly limited academic performance but did not qualify for a leave of absence or other withdrawal, or that prevented the student from applying for such. These may include but are not limited to unexpected caregiving responsibilities, sudden loss of family income, or experiences of relationship violence.

Statements of Elaboration of Policy

Limitations

1. The recalculated GPA will be effective only for graduation purposes and therefore will not affect:
    a. The GPA that appears on the transcript.
    b. Eligibility for honors or awards.
    c. Satisfactory Academic Progress calculations for financial aid purposes.
2. Each student is only eligible for Academic Renewal once.
3. Academic Renewal is irreversible.
4. Academic Renewal may be applied to a maximum of 30 credits.

Records

While the original course and grades will continue to be listed on the student's transcript, a notation of Academic Renewal will remain in the student's permanent record.

Reporting

The number of students graduating with academic renewal will be reported to the Board of Regents when the Board is presented with a list of graduating students.

Procedures

1. The academic renewal process is initiated by a student completing the Academic Renewal Form.
2. Students may complete the Academic Renewal Form on their own initiative, or may be encouraged to do so by their advisor, a student advocate, or other member of staff.
3. While it is primarily the student's responsibility to complete the form, CMI employees will provide assistance if needed.
4. The form should be turned in to the Director of Admission and Records, who will verify if all conditions are met.
5. If all conditions are met and the student is not required to demonstrate extraordinary extenuating circumstances, the Director will record the Academic Renewal, notify the student of successful application, and ensure that it is accounted for when the GPA for graduation is calculated.
6. If all conditions are not met, the Director will notify the student that their application has been unsuccessful. The form will be disposed of at this point.
7. If all conditions are met, but the student must show extraordinary extenuating circumstances, the Director will send the form to the Dean of Student Success.
8. The Dean of Student Success will use the form to determine whether the student has demonstrated extraordinary extenuating circumstances.
9. The Dean of Student Success may request additional information from the student. This information must be recorded in writing, either by the student or the Dean.
10. If the Dean determines that the student has not demonstrated extraordinary extenuating circumstances, the Dean will notify the student that their application has been unsuccessful. The form will be disposed of at this point.
11. If the Dean determines that the student has demonstrated extraordinary extenuating circumstances, the form will go for concurrence to either the Dean of Academic Affairs or the Dean of WAVES, depending on which Dean has responsibility for the program in which the student is currently enrolled.
12. If the second Dean concurs, they will return the fully signed form to the Director of Admission and Records, who will record the Academic Renewal, notify the student of successful application, and ensure that it is accounted for when the GPA for graduation is calculated.
13. If the second Dean does not concur, they will notify the student that their application has been unsuccessful. The form will be disposed of at this point.
14. There is no appeal for this process.

Recognition of Prior Learning

Students may be awarded credit for prior learning on the basis of verified achievement of learning outcomes specified in the approved curriculum outlines for specific courses. Credit is not awarded for experiences alone. Verification of achievement of learning outcomes may be conducted via examination, portfolio review, or other appropriate assessment tool. Credit may also be awarded for achievement of specific credentials or certification with standardized learning outcomes.

The College of the Marshall Islands recognizes that students enter college by a variety of paths. Recognizing extra-institutional learning not only validates students' past experiences but also ensures that they can focus on meaningful learning experiences while enrolled. It further encourages students to make connections between lived experience and formal learning.

Initial application for Recognition of Prior Learning should be made to the Dean responsible for the program.

Verification

Initial verification of achievement of learning outcomes is carried out by faculty. Faculty are considered qualified to verify achievement of learning outcomes if they are qualified to teach the equivalent course. The Dean responsible for the program area ensures that this verification is carried out in accord with appropriate academic standards and without bias. Where available, approved department-wide examination papers should be used.

External Certification or Credentials

Credit for external certifications or credentials should be approved by the Curriculum Committee and may be considered prior to any students applying. The list of external certifications or credentials approved for credit shall be maintained by the office of the Dean of Academic Affairs and published in the catalog.

Records

Course equivalencies achieved through Recognition of Prior Learning shall be designated as such on student transcripts, and all records of the process shall be maintained in student files.

Letter grades will not be assigned, and credit awarded for prior learning shall not be part of the GPA computation.

Maximum Prior Learning Credit Equivalencies

Students may not complete more than 49% of a program through Recognition of Prior Learning.

Appeals

A student may appeal the outcome of the verification of learning outcomes in writing to the Dean responsible for the program. If the appeal is substantive, a different member of the faculty from the one who carried out the initial verification will carry out a second verification.

Fees

Payment shall be made at time of application and will not be refunded if it is determined that the learning outcomes have not been achieved.

Course Waiver and Substitution

Course waivers and substitutions may be authorized only if the waiver or substitution does not interfere with achievement of learning outcomes. The overall number of credits, and for degree programs the number of general education credits, must not be reduced in the process of waiver or substitution. Academic standards and educational programs must not be fundamentally altered.

Course waivers and substitutions may be appropriate for some students to ensure that they are able to have meaningful learning experiences while completing their programs. However, substitutions and waivers must be carefully reviewed and controlled to ensure the integrity of the programs. Initial application for course waiver or substitution should be made to the Dean responsible for the program

Waiver or Substitution of Archived Courses

If in the process of revising a program, a required course is archived, either an appropriate substitution or waiver should be determined at the time of the revision, or the archived course must be offered for a reasonable period to allow enrolled students to complete their programs. This policy must not be used to allow students to select some requirements from the older program sheet and some from the updated version.

Disability Accommodations

Students with documented disabilities who have made a good faith effort to complete a course with appropriate learning and teaching accommodations, or for whom a course is clearly inappropriate given the nature of the disability, may be granted a course substitution. If there is no appropriate course available for substitution, a waiver may be granted so long as the waiver does not endanger the integrity of the program.

Course Waiver and Substitution Limit

No more than 10% of a given program's requirements may be fulfilled through course waivers or substitutions.

Records

Documentation of course waiver and substitution shall be kept in a student's file. Without documentation of a course waiver or substitution, no such waiver or substitution will be considered to exist.

Appeals

A student may appeal an unsuccessful request for course waiver or substitution through the Dean responsible for the program.

Transfer Credits

CMI accepts transfer credits from colleges and universities accredited by Council for Higher Education Accreditation (CHEA) recognized organizations, or by their international equivalent. CMI also awards transfer credit for military courses and occupations that have been evaluated by the American Council on Education (ACE) and assigned a recommended credit value. Except where specified in transfer agreements, transfer credit is evaluated through a course-by-course analysis of credit based on factors such as currency of the transfer study, applicability to the CMI program, and quality of grades. CMI has the right to award or deny transfer credit depending on the relevance and applicability of such credits to the total degree program.

CMI values the work accomplished by students prior to enrollment at the college. This policy ensures that students receive appropriate credit for prior educational experiences. It also ensures that academic standards are maintained in the process of awarding these credits.

Students should provide official copies of their transcripts from previously attended institutions at the time of application for admission. Students who attend other colleges while enrolled at, or between periods of enrollment at, CMI should provide official transcripts as soon as practicable. Transcripts must be sealed or sent directly from the other institution. Students are responsible for providing translations if the transcript is in a language other than English or Marshallese.

Students who have served in the US military should provide an official copy of their Joint Services Transcript.

CHEA-Recognized Organizations, or International Equivalent

CHEA publishes a list of recognized Regional Accrediting Organizations, National Faith-Related Accrediting Organizations, Institutional Accrediting Organizations, and Programmatic Accrediting Organizations. CMI will accept credits from colleges and universities accredited by a Regional Accrediting Organization, National Faith-Related Accrediting Organization, or Institutional Accrediting Organization on this list. Programmatic accreditation is neither required nor sufficient. Colleges and universities located in the U.S. or the Freely Associated States must be accredited by a CHEA-recognized organization for CMI to accept credit.

Colleges and universities outside the U.S. and Freely Associated States that are not accredited by a CHEA-recognized organization will be considered to be accredited by the international equivalent if they are accredited or certified by an organization that upholds standards and processes that are consistent with the academic quality, improvement and accountability expectations of CHEA.

Military Courses and Occupations that have been Evaluated by ACE

Courses and occupations are listed in the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. ACE requires that a minimum of 3 faculty evaluators (all of whom are current faculty at accredited institutions) achieve consensus on credit recommendations. Faculty teams determine alignment of the learning experience's content, scope, and rigor to current postsecondary standards through analysis of instructor materials, student materials, and assessments (for courses) and occupation standards and validated duties and requirements (for occupations).

Limitations

- The final twelve credits of any program must be completed at CMI, unless otherwise specified in an articulation, reverse articulation, or transfer agreement.
- Developmental or remedial coursework will not be accepted for transfer.
- Only courses for which an equivalent course exists at CMI, in terms of content, outcomes, and credit-hours, will be transferred. The courses must be applicable to the student's major.
- Only courses completed with a grade of "C" or better (or the equivalent) may be accepted for transfer. Courses taken Pass/Fail or Audit may not be accepted.
- Transfer credits will not be considered in the calculation of a student GPA at CMI except as noted elsewhere in policy.
- Nursing or lab science courses taken five or more years prior to a student's admission to CMI will not be accepted for transfer.
- Courses in other fields taken seven or more years prior to a student's admission to CMI will be accepted at the discretion of the evaluator.

Calculation of Credits

For students transferring credit from an institution that operates under the semester system, credits will be transferred on a 1-to-1 basis. For students transferring credit from an institution that operates under a quarter system, credits will be multiplied by two-thirds and rounded to the nearest whole (for instance, a three-credit course from an institution operating under the quarter system will be counted as two credits). For students transferring credit from an institution that operates on a different calendar, credits will be determined based on contact hours. Credits from military training will be based on ACE recommendations. Two or more courses may be combined to equal one CMI course, and one course may count for multiple CMI courses so long as it is worth the appropriate number of credits and includes all required outcomes and content.

Articulation Agreements

CMI currently has articulation agreements with the University of Guam; Eastern Oregon University; Chaminade University; University of Hawaii, Hilo; and Aspen University.

Academic Freedom

Freedom of Speech and Dissent

The College highly values and staunchly defends the principles of freedom of speech and the right to dissent, considering them fundamental to its mission. It firmly upholds the right of both teachers and students to engage in teaching and learning activities without being subjected to any form of coercive force or intimidation. This freedom is to be enjoyed under the sole constraints of reasoned discourse and peaceful conduct, ensuring a healthy academic environment. Furthermore, the College acknowledges that with such freedoms and rights comes the inherent responsibility for individuals to be accountable for their actions. In light of this, the College is committed to assuring and safeguarding the rights of its community members to openly express their views and opinions, provided that such expression does not involve the use or threat of force, nor does it interfere with the rights of others within the community to express their own views freely. The College views any disruption of classes—whether it manifests as an infringement on free expression within a classroom setting or through obstructing access to classrooms or other areas where academic activities are conducted—as a grave offense. Such disruptions are seen as detrimental to the integrity of the academic institution, undermining its core values and mission.

Respect for the rights, dignity and integrity of others.

Respect for the rights, dignity, and integrity of others is absolutely essential for fostering a healthy and supportive community. Such respect is foundational to the well-being and harmonious functioning of any group or institution. Actions taken by any individual that fail to reflect this respect can cause significant harm, not only to the individuals directly affected but also to every member of the community. This, in turn, inflicts damage on the collective environment of the College. It is imperative that each member of the community enjoys freedom from any form of interference, intimidation, or disparagement across all aspects of their daily lives. This includes their experiences in the workplace, within the classroom, and throughout social, recreational, and residential settings. By ensuring an atmosphere free from such negative influences, the community can thrive, allowing all members to engage fully and contribute positively without fear or reservation. The College is committed to maintaining this standard of respect and ensuring that every individual feels valued and protected in all interactions.

Academic Honesty for Students

The College of the Marshall Islands has the responsibility to ensure that grades assigned are indicative of the knowledge and skill level of each student. Acts of academic dishonesty make it impossible to fulfill this responsibility. Faculty have the primary responsibility to ensure that academic honesty is maintained in their classes. Students share the responsibility for maintaining academic honesty by refraining from acts of academic dishonesty and by notifying instructors and/or appropriate administrators about observed incidents of academic dishonesty.
This policy outlines the principles of academic honesty and integrity and applies to all registered students of the College, regardless of program or program level.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following:

Cheating

- Obtaining answers to specific examination questions from another student before or during an examination.
- Communicating answers to another student during an examination.
- Knowingly allowing another student to copy one's work.
- Taking or giving information during an examination by any means, including any languages, sign languages, hand signals, secret codes, or electronic transmission.
- Taking an examination for another student or having someone take an examination for oneself.
- Completing online activities or assignments using another student’s login or having someone else complete online activities or assignments using one’s login.
- Using unauthorized material during an examination
- Sharing answers for a take-home examination unless authorized by the instructor.
- Altering a graded examination or assignment and returning it for additional credit unless otherwise authorized by the instructor.
- Misreporting or altering the data in laboratory or research projects.

Plagiarizing

- Offering all or a portion of another person's work as one's own: copying all or a portion of a speech, essay, report, project or paper from another person or from books or other sources regardless of the copyright status of these works

- Using content from outside sources (books, periodicals, the Internet or other electronic sources, or other written or spoken sources) without giving proper credit (by naming the person and putting any exact words used in quotation marks) regardless of the copyright status of these works
- Presenting another's idea as one's own
- Allowing another person or company to do the researching and/or writing or creating of an assigned speech, essay, report, project or paper for oneself.
- Writing or creating a speech, essay, report, project or paper for another student.
- Doing research for another student's project or report without permission from the instructor.

Committing Other Acts of Dishonest Conduct

- Stealing or attempting to steal an examination or answer key.
- Stealing or attempting to change official academic records.
- Forging or altering forms
- Submitting all or part of the same work for credit in more than one course without consulting all instructors involved.
- Intentionally impairing the performance of other students and/or a faculty member, for example, by adulterating laboratory samples or reagents, by altering musical or athletic equipment or by creating a distraction meant to impair performance.
- Forging or altering attendance records.
- Knowingly or intentionally helping another student perform an act of academic dishonesty.
- Posting course material to third-party websites without permission of the instructor.
- Falsifying data

Collusion

Collusion in or facilitation of an act of academic dishonesty will be disciplined in the same manner as the act itself.

Penalties

Penalties for academic dishonesty may include a reprimand; an "F" grade, zero points, or a reduced number of points on all or part of a particular paper, project, or examination; or an "F" grade for the course. Repeated or severe acts of academic dishonesty may result in suspension or expulsion.

Copyright, Public Domain, and Creative Commons

While students are expected to follow copyright laws, this issue is separate from academic honesty. A copied work being in the public domain or under a creative commons license does not in itself constitute a defense against plagiarism.

Severity of Academic Dishonesty

In determining the severity of an act of academic dishonesty, the following factors should be considered: the student's level of study and understanding of academic standards, pervasiveness of the academic dishonesty (e.g. an entire paper vs. a few sentences within a paper), likelihood of intentionality, and the student's history of academic dishonesty if any. Offenses warranting suspension or expulsion on the first offense include, but are not limited to, the following:

- Taking an examination for another student or having someone take an examination for oneself.
- Logging into the college learning management system as another student or having someone else log into the college learning management system as oneself.
- Altering a graded examination or assignment and returning it for additional credit without instructor permission.
- Having another person or a company do the research and/or writing of an assigned paper or report.
- Stealing or attempting to steal an examination or answer key.
- Stealing or attempting to change official academic records.
- Forging or altering grades.

Minor Errors

While minor errors in referencing may in some contexts be considered academic misconduct, such minor errors made by students who have clearly attempted to adopt academically acceptable practices will not be covered under this policy, though faculty may still reduce scores or require revisions as a result. Examples of such minor errors include mistakes in referencing or citation, gaps in the bibliography or works cited list despite the presence of in-text citation, or non-compliance with some aspects of presentation guidelines.

Procedures for Dealing with Academic Dishonesty

1. Any employee who discovers an act or suspected act of academic dishonesty should report this to the Dean of Academic Affairs using the Academic Dishonesty Report form. Documentation of the act of academic dishonesty should be submitted with the form.

2. Students who become aware of an act of academic dishonesty should report this to the course instructor, the Dean of Academic Affairs, or another employee they are comfortable speaking with.

3. Faculty have the discretion to assign an in-course penalty for acts of academic dishonesty in their classes. Such penalties may include: a warning, a lowered grade or grade of zero for an assignment, additional required work with an educational purpose such as an essay or presentation about academic honesty, or a grade of "F" for the course. These penalties must be consistent with the syllabus.

4. Upon receiving a report, the Dean of Academic Affairs will first investigate to confirm that academic dishonesty has taken place. If this is the student's first reported incident of academic dishonesty and the incident is not so severe as to potentially warrant suspension or expulsion, the Dean will issue a formal letter of reprimand to the student. The Dean may also elect to discuss the incident with the student or require that the student receive counseling, supplemental instruction, or tutoring.

5. For repeated cases or cases sufficiently severe that they may warrant a suspension or expulsion, the Dean of Academic Affairs will chair an Academic Integrity Panel consisting of two faculty members and one representative from the Student Government Association. If the act of academic dishonesty took place in a specific course, the faculty members of the panel will consist of one member from within the department in which it occurred and one from outside it. At its first meeting, the panel will review the relevant policies, procedures, and evidence. The panel will then set a date, time, and location for a formal hearing. The accused student shall be notified by email and hand-delivered letter with at least one method being sent 72 hours prior to the hearing and both at least 48 hours prior to the hearing. The panel shall meet prior to the hearing to ensure everyone is prepared for their role. One panel member will be assigned to record minutes of the hearing. The hearing shall follow these steps:

    a. The panel chair describes how the hearing will be conducted, confirms the accusations against the student, and explains the potential sanctions.

    b. The individual who reported the academic dishonesty addresses the panel and is asked questions by the panel.

    c. The accused student addresses the panel and is asked questions by the panel.

    d. The panel confers privately to determine responsibility (if disputed) and, if relevant, sanctions. Decisions will be made by majority vote and based on a preponderance of evidence standard.

    e. The panel's findings are explained to the student.

    If the student does not attend the hearing, decisions will be made without their input.

6. If the panel determines that suspension or expulsion is warranted, this decision must also be signed by the Vice President for Academic and Student Affairs and the President.

7. The student will receive written confirmation of the panel findings and any sanctions within 72 hours of the panel hearing. The notification shall include the right of appeal.

8. The student may appeal in writing to the Vice President for Academic and Student Affairs. Appeals are only considered substantive if they present new information that draws into question the finding of responsibility or evidence that appropriate procedures were not followed. If an appeal is found substantive, the Vice President for Academic and Student Affairs will chair a new Academic Integrity Panel following the procedure described above. There will be no further appeal following this panel. The student must file the appeal within two weeks of receipt of the written confirmation.

Justice-Impacted Students Policy

Policy Statement

Students and trainees or prospective students and trainees shall not, solely on the basis of past criminal convictions, be denied access to or enrolment in any CMI program, service, or facility except as specified in this policy or in law. Eligibility for CMI programs and services extends to formerly incarcerated individuals, deportees, and currently incarcerated individuals who are allowed to leave the prison to attend classes. Justice-impacted students will be provided additional services and monitored to ensure their success and the safety of the campus community.

Reason for the Policy

The College of the Marshall Islands recognizes the life-changing potential of education and the importance of allowing students who have been incarcerated to reintegrate into the community fully and effectively. At the same time, the College has a responsibility to ensure that the campus community remains safe and secure for all students.

Definitions

Justice-Impacted

The widely-used Law School Admission Council definition of justice-impacted individuals is: “those who have been incarcerated or detained in a prison, immigration detention center, local jail, juvenile detention center, or any other carceral setting, those who have been convicted but not incarcerated, those who have been charged but not convicted, and those who have been arrested.”

Statements of Elaboration of Policy

Applicant Disclosure of Status

Applicants are expected to disclose criminal convictions as part of the admissions process, whether to college or pre-college programs. Admitted students who failed to disclose this status will be subject to the Student Discipline process. Applicants who have been arrested or charged but not convicted are not required to disclose but may do so voluntarily.

Specific Programs

Individuals convicted of violent crimes or crimes against children may be denied admission to the health-related programs and any teacher education programs. This decision will be referred to the Vice President for Academic and Student Affairs.

Incarcerated Students

Eligible incarcerated individuals are encouraged to apply for and attend college and pre-college programs. The respective offices responsible for recruitment and admission will provide assistance during the application process. The Dean of Student Success will ensure that incarcerated students have a weekly schedule to include required counseling and academic support sessions. These schedules will be shared with Safety and Security as well as with prison officials. Incarcerated individuals should check in and out of campus with Safety and Security.

Other Justice-Impacted Students

When students disclose their status as justice-impacted individuals, they will be referred to the Counseling Director for assistance in accessing necessary resources and support. New justice-impacted students will be required to meet regularly with a Student Advocate regularly during their first semester and will be referred to other services as needed.

Students who commit a criminal act or are convicted of a criminal activity during their period of enrolment are subject to the Student Discipline Policy.

Role of Safety and Security

Safety and Security will be made aware of justice impacted individuals on campus and may additionally monitor these individuals as necessary. However, security shall not interfere with these students' authorized participation in educational or co-educational activities.

Confidentiality

Except as otherwise specified in this policy or where a valid educational concern exists, students' past criminal convictions, arrests, or charges will not be disclosed. Employees should not disclose this information to other students unless required to do so by law.

Graduation

In order to be eligible for graduation and conferral of degrees or certificates, students must meet the following requirements, find more information about deadlines and fees at cmi.edu/graduation:

1. Complete all requirements specified in the approved program sheet for the degree or certificate, with at least the final 12 credits completed at CMI, unless credits are taken elsewhere as part of a program with a specific articulation agreement that requires these courses to be taken at another institution. A minimum of 60 credits must have been completed for an associate degree and a minimum of 120 credits for a bachelor's degree.

2. Have a cumulative grade point average of 2.0 or above in courses taken at CMI.

3. Submit the "Application for Graduation" form. Applications are due one (1) month prior to the graduation commencement exercise.

4. Pay the graduation fee. Graduation fees are due two (2) weeks before graduation commencement exercise.

CMI employees will advise and assist students in meeting these requirements. However, the final responsibility for meeting them is on the students.

In order to be eligible to participate in the graduation ceremony, students should complete the Application for Graduation and pay the graduation fee at least one month prior to the graduation ceremony. Students who do not apply by that date may participate on a space available basis or may graduate in absentia.

Students who apply for graduation but do not complete their requirements that semester do not need to apply or pay the fee a second time.

Graduation Policy: 367 - Graduation Policy.PDF

Program Sheet

The program sheet is the list of course and credit requirements for each degree or certificate program, including general education requirements for degrees. Program sheets may also include program-specific grade requirements. The approval process for program sheets is described in the Curriculum Manual. In order to graduate, students must complete one entire program sheet, not combine parts of different program sheets.

Catalog Year

To be eligible for graduation, students must successfully complete all the necessary requirements that are specifically listed in the program sheet published in the official catalog for the academic year in which they were initially admitted to the institution. For students who have been re-admitted to the program, they will be required to fulfill the requirements that are outlined in the catalog for the academic year during which they were readmitted. Students have the option to

select a program sheet that becomes effective at a later date during their period of enrollment, should they choose to do so. However, once a student has opted to move to a new catalog year program sheet, they are not permitted to revert back to the program sheet that was in effect when they were first admitted, nor are they allowed to subsequently select an older term.

In cases where required courses are no longer being offered due to modifications or changes in the program, students may have the opportunity to complete their requirements through course waiver and substitution options. If this is not feasible, students are advised to consider changing their program sheets to align with the current offerings. It is important to note that requirements from different catalog years cannot be mixed or combined in any way, except as explicitly allowed through the Course Waiver and Substitution Policy, ensuring that students adhere strictly to one set of requirements as outlined in their selected catalog year.

Multiple Degrees and/or Certificates

Students may complete multiple degrees and certificates either sequentially or concurrently, subject to the following limitations: 1) to earn a second (or later) degree, students must complete at least twelve (12) credits that were not applicable to the prior degree, but there is no minimum number of credits required for a second (or later) certificate; 2) a student who completes multiple specializations within a degree program will be awarded one degree with all completed specializations listed rather than multiple degrees; and 3) certificates that are fully embedded in a degree program should be awarded as soon as the requirements are completed and should not be awarded simultaneously with the degree.

Archived Programs

Any proposal to archive a program shall include a plan to allow currently enrolled students to complete the program within a reasonable timeframe. Students shall be informed of the timeframe in which they must complete the required courses. Students may be awarded a degree or certificate from an archived program at any point so long as they were enrolled in the program prior to its archiving.

Conferral of Degrees and Certificates

Resolutions to confer degrees and certificates shall be considered by the Board of Regents at least twice annually, once after the conclusion of the spring semester and once after the conclusion of the summer semester. Under special circumstances, the Board may entertain resolutions at other times of year.

Graduation Ceremonies

Only students who have completed the requirements for their degree or certificate may participate in the graduation ceremony. The college's main graduation ceremony shall be held on Majuro Atoll following the conclusion of the Spring Semester. CMI Centers may hold graduation ceremonies at the same time of year. Students who have completed their program requirements on

Majuro may elect to participate in the ceremonies at other locations. Cohort-based programs that conclude during the summer semester or have other special characteristics may hold their own graduation ceremonies with the permission of the president. Additional celebrations not labeled as graduation or commencement ceremonies may be held without such permission.

Graduation Honors

The associate-level graduate with the highest GPA shall be recognized as the valedictorian and the bachelor's-level graduate with the highest GPA shall be recognized as the most distinguished graduate. Only courses taken at CMI will count for the calculation of the GPA for graduation honors. The valedictorian should complete all required credits from CMI. More than one student may be recognized in case of a tie. The following honors will be noted in the program:

- President's List: 4.0 cumulative GPA
- Dean's List: 3.80 - 3.99 cumulative GPA
- Honors List: 3.50 - 3.79 cumulative GPA
- Platinum Champion CMI Navigators: Students who completed their program within 100% of the program length (4 years for a bachelor's degree, 2 years for an associate degree, 1 year for a certificate of completion)
- Gold Champion CMI Navigators: Students who completed their program within 150% of the program length (6 years for a bachelor's degree, 3 years for an associate degree, 1.5 years for a certificate of completion)

The student in each degree program with the highest cumulative GPA based on all courses taken at CMI by each student will also be recognized at the graduation ceremony.

Deferral or Graduation in Absentia

Students who are unable to attend their graduation ceremony may elect to defer to the following year, have a proxy participate on their behalf, or graduate in absentia, with graduation in absentia being the default.

Physical Degrees and Certificates

The printed degree or certificate shall be available one month after the graduation ceremony. Students must have fulfilled all financial obligations before receiving the degree or certificate copy. A letter confirming graduation may be issued if a guaranteed payment plan is in place. The name on the degree or certificate shall match the name in the student's official college record. Name changes requested after the end of the semester in which the student completes their requirements may not be reflected on the printed degree or certificate. Replacement copies will require a fee.

Major Subject Areas, Degree Programs & Requirements

General Education

The core curriculum is at the heart of the undergraduate experience. Courses selected and developed for the core curriculum are designed to provide a foundation in inquiry and critical thinking, communication both written and spoken, the diversity of the human experience and ethics and social responsibility. It includes a basic knowledge in the fields of English, Technology, Science, Social Issues, Mathematics, and Humanities.

General education requirements must be completed by all degree-seeking students.

General Education Mission

The mission of the general education core program is to empower students to make intelligent life choices by providing a foundation in:

- Inquiry and critical thinking;
- Communication, both written and spoken;
- Diversity of the human experience;
- Ethics and social responsibility.

General Education Program Learning Outcomes

Upon completion of the General Education Core, students will be able to:

- Communicate complex ideas and information effectively through writing, oral presentations and technological resources;
- Demonstrate civic awareness;
- Process, analyze and synthesize information from a variety of sources in order to solve problems, and to formulate reasoned and substantiated individual points of view;
- Use the scientific method to analyze information and solve problems;
- Demonstrate quantitative literacy;
- Demonstrate understanding and appreciation of the creative process.

General Education Core Requirements for an Associate's Degree

English (7 credits)

ENG 111 English Composition I
ENG 105 Fundamentals of Speech

First Year Experience (3 credits)

CMI 101 First Year Seminar

Humanities (3 credits from the following list)

ART 101 Introduction to Art
ASL 101 American Sign Language I
ENG 151 Pacific Literature
ENG 201 Creative Writing
ENG 211 Children's Literature
ENG 230 Critical Thinking in Film
HIS132 History of the Marshall Islands
HIS 201 World History I
HIS 202 World History II
JPN 101 Japanese I
JPN 201 Japanese II
JPN 202 Japanese III
MAR 101 Marshallese I
MAR 130 Marshallese Culture
PHIL 101 Introduction to Philosophy
REL 198 Religions of the World

Math (3 or 4 credits from the following list)

EDU 150 (Elementary Education majors only)
MATH 102 Survey of Mathematics
MATH 111 College Algebra
MATH 160 Elemetary Statistics
MATH 121 College Trigonometry
MATH 201 Calculus 1

Science (4 credits from the following list)

AGF 106 Concepts in Agroforestry and Terrestrial Ecosystems
AGF 107 Nutrient Dynamics in Agroforestry
AGR 101 Introduction to Agriculture
ANAT 110 Anatomy and Physiology I
BIO 101 Introduction to Biology
CHEM 101 Introduction to Chemistry
SCI 111 Environmental Science
SCI 135 Introduction to Marine Science

Social Science (6 credits from the following list)

ANTH 111 Cultural Anthropology
ETH 101 Ethics
GEO 120 Introduction to Human Geography
GEO 121 Pacific Geography
HIS132 History of the Marshall Islands
HIS 201 World History I

HIS 202 World History II
MAR 101 Marshallese I
MAR 140 Marshallese Government
PI 122 Issues in Pacific Studies
POL 101 Introduction to Political Science
PSY 101 Introduction to Psychology
SOC 130 Introduction to Sociology
SOC 140 Contemporary Social Issues in Micronesia
VART101 Introduction to Visual Arts

Technology (3 or 4 credits)

ICS 090 Essential of Computing
ICS 100 Fundamental Concepts of Programming
ICS 101 Introduction to Microsoft Office
ICS 104 Speadsheet
ICS 110 Introduction to Website Design & Development
ICS 111 Introdcution to Computer Networks
ICS 130 Intriduction to Information Systems
ICS 140 Computer Systems (A Practical Approach)

Additional General Education Core Requirements for a Bachelor's Degree

ETH 300 Ethics & Organizational Governance (3 credits)
ART 329 Performing Arts Expression (3 credits)
IDS 428 Personal & Social Health Skills (4 credits)

Developmental Education Department

Mission

The mission of the Developmental Education Department is to develop students' abilities necessary for success in college credit programs. The main areas of focus are English reading, writing, listening, speaking, and student engagement. The completion of developmental education courses will facilitate students' competencies in college level courses, in addition to providing for lifelong learning success.

(Accepted by CC March 5, 2018)

Developmental English

Purpose of the Program & Content

The Developmental Education Department provides a program for students who aspire to a college education, but do not yet have the English language and student engagement skills necessary for college level-work. The Developmental Education Program helps students develop the skill level necessary for a successful college experience and holistic growth as a college student and as an adult.

The department offers two levels of Developmental English focusing in areas of Reading & Writing and Listening & Speaking. In addition to preparation for college, the department takes the responsibility of preparing students on how to be successful college students through the First Year Experience course.

In response to the college administration's challenge in 2017 to improve CMI's completion and graduation rate, the Developmental Education Department redesigned its course structures to offer regular and accelerated course sequences for students. Additionally, the departmental faculty offer academic coaching and student advising to assist students in achieving academic success.

The Developmental Education Department offers two formats for completing the two-course Developmental English sequence, i.e., Level 2 English (ENG 086 & ENG 087) and Level 3 (ENG 096 & ENG 097):

- **Regular** format: The class times follow CMI's regular class schedule and is 16 weeks for Fall/Spring semesters and 8 weeks for Summer semester.
- **Accelerated** format: The class meeting times are extended so that the course can be completed in 8 weeks in Fall/Spring and 4 weeks in Summer.

First Year Experience course (CMI 101) is a general education requirement for all students.. The purpose of the course is to promote students' academic and personal success by introducing them to:

- Campus resources, especially in the area of Student Services and Academic Support

- CMI's degree programs and career/transfer options
- Communicating more effectively
- Successful student habits such as time management, organization, goal-setting, and study skills

Student Support

Advising: Developmental Education Faculty serve as academic advisors to developmental education students. The faculty guide students in progressing through their developmental education course sequence and counsel them on academic-related issues that impede their success. Using the Early Alert System, faculty utilize feedback on students' participation in their courses to advise students on how to improve their student habits as it relates to academic success.

Academic Coaching: For students who need additional academic support, the Developmental Education faculty offer professional academic coaching. Coaching sessions can be one-on-one or in small groups. When needed, students can request to use the academic coaching room as a quiet study space. Coaching usually focuses on helping students with specific assignments; however, coaches can also assist students with organization, time-management, and other academic-related issues.

Liberal Arts Department

The mission of the Liberal Arts Department is to prepare students for transfer and other future educational opportunities, through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.

Associate of Arts in Liberal Arts

The Liberal Arts Department offers an Associate of Arts (A.A.) Degree in Liberal Arts. The Liberal Arts major is designed to integrate an interdisciplinary core of studies with a specialization of courses for those who wish a specialization. Students who do not choose a specialization may take open electives to reach the required credits. A specialization of interest may supplement and enhance entry into a baccalaureate degree program. Available specializations are Business, Information Technology, English, Mathematics, Science/Marine Science, and Social Science.

Purpose and Content

In the Liberal Arts Department, we are committed to graduating students with a comprehensive foundation in all issues within the arts, humanities, social sciences and sciences. Our graduates move on to Bachelor's degrees and graduate degrees in psychology, sociology, literature, history, and every area of humanities. We also cover areas such as Marshallese studies, Science, Math, Business, and Information Technology.

As members of both our local community and the global one, graduates in Liberal Arts bring valuable skills to workplaces both here on the Marshall Islands and abroad. These include professional-level abilities in communication, writing and critical thinking. Our students learn how

to draft thoughtful and informative writing to facilitate communication in all kinds of environments—from local development to multinational corporations. They know how effective communication takes many forms in many different contexts with people from every country.

Students in Liberal Arts also know the relevance of history and diversity in the world and are able to interact in all professional settings—where sensitivity to and knowledge of the broader scope of humanity are required. In addition to global cultural issues we take special interest in environmental ones and how important effective leadership is to warding off the dangers posed by our dire ecological situation. Being the most vulnerable to climate change and other man-made disasters, we have to work the hardest to be a voice for our natural world.

In our global community, having a grasp of a broad range of skills and issues is imperative. The Liberal Arts Department aims to equip each student with the tools to make a difference.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.
- Demonstrate civic awareness and an understanding of multicultural perspectives.
- Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view.
- Demonstrate and use quantitative literacy and scientific methods to analyze information and solve problems.
- Apply the creative process.
- Plan projects and complete them independently.

Program Requirements

General Education Requirements:	**26 credits**
CMI 101 First Year Experience	3
ENG 111 English Composition I	4
ENG 105 Fundamentals of Speech	3
Humanities elective	3
Mathematics	3
Science with lab	4
Social science elective	3
ICS 101 Introduction to Microsoft Office	3

Liberal Arts Requirements:	**23 credits**
ENG 112 English Composition II	4
ENG 220 Writing Research Papers	3
Humanities elective	3
Literature	3
Mathematics	3

Science with lab	4
Social Sciences	3
Open electives or specialization:	**12 credits**
Total Credits Required for Graduation:	**61 credits**

Sample Pathway to Completion

First Semester	16 Credits	Second Semester	16 Credits
CMI 101	3	ENG 112	4
ENG 111	4	Math	3
ENG 105	3	Social Science	3
Mathematics	3	Humanities	3
ICS 101	3	Elective	3
Third Semester	**16 Credits**	**Fourth Semester**	**13 Credits**
Science with lab	4	ENG 220	3
Literature	3	Science with lab	4
Humanities	3	Electives	6
Social Science	3		
Elective	3		

For more information about specializations and Pathway to Completion to earn a Certificate of Completion with the A.A. in Liberal Arts, see your faculty adviser.

Marshallese Studies Department

The mission of Marshallese Studies is to educate, develop, and train the Marshallese community members, teachers, and scholars in Marshallese Studies through academic-based instructional classes and community-based seminars.

Certificate of Completion in Marshallese Language Arts

Purpose and Content

The Marshallese Language Arts (MLA) certificate program educates, develops, and trains Marshallese primary- and secondary-level teachers to acquire knowledge, skills, and training in teaching and promoting MLA. The MLA curriculum stresses preservation, promotion, appreciation, and application of the Marshallese culture and language.

Program Learning Outcomes

Upon completion of the Marshallese Language Arts program, the student will be able to:

- Use evidence-based content
- Communicate language arts concepts
- Use varied evidence-based teaching methods to teach Marshallese writing, reading, listening, and speaking.

Program Requirements

EDU 211 Classroom Methods & Strategies	3
EDU 285 Language Arts Methods	3
MAR 120 Marshallese Orthography	3
MAR 130 Marshallese Culture	3
MAR 150 Marshallese Composition	3
MAR 160 Marshallese Public Speaking	3
MAR 230 Marshallese Grammar	3
MAR 240 Marshallese Creative Writing	3
Total Credits Required for Graduation:	**24**

Sample Pathway to Completion

First Semester	12 Credits	Second Semester	12 Credits
MAR 120	3	MAR 160	3
MAR 130	3	MAR 230	3
MAR 150	3	EDU 211	3
MAR 240	3	EDU 285	3

Certificate of Completion in Marshallese Social Studies

Purpose and Content

The Marshallese Social Studies (MSS) certificate program is designed to give students a depth of knowledge in Marshallese language, culture and history. It encourages civic engagement, discusses societal concerns, and requires students to gain hands-on experience by participating in a community or culture-related project.

Program Learning Outcomes

Upon completion of the Marshallese Social Studies program, the student will be able to:

- Exhibit proficiency in the Marshallese Language
- Synthesize information in/on Marshallese culture from a wide variety of sources
- Demonstrate awareness of and skills in civic engagement.
- Articulate the role of the Marshall Islands in history.

Program Requirements

MAR 120 Marshallese Orthography	3
MAR 130 Marshallese Culture	3
MAR 150 Marshallese Composition	3
MAR 230 Marshallese Grammar	3
MAR 290 Marshallese Capstone	3
SOC 140 Contemporary Social Issues in Micronesia	3
HIS 132 History of the Marshall Islands OR	
MAR 140 Marshallese Government	3
PI 122 Issues in the Pacific Studies OR	
PI 260 Nuclear Issues in the Pacific	3
Total Credits Required for Graduation:	**24**

Sample Pathway to Completion

First Semester	12 Credits	Second Semester	12 Credits
MAR 120	3	MAR 230	3
MAR 130	3	MAR 290	3
MAR 150	3	MAR 140 or HIS 132	3
SOC 140	3	PI 122 or PI 260	3

Business Studies Department

The mission of the Business Studies Department is to serve students and the local business community by offering quality programs that provide the knowledge and skills essential for success in entrepreneurship, higher education, or employment.

Associate of Arts in Business

Purpose and Content

The Associate of Arts (A.A.) degree in Business Studies coursework integrates an interdisciplinary core of studies with specialized business courses under two business specialty categories: Management and Accounting. Students who pursue this degree are primarily interested in transferring to a baccalaureate level institution.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Use basic business principles to analyze information, solve problems and make informed decisions.
- Use language, communication, research, and technological skills to support business concepts effectively.
- Discuss the effects of culture and ethics in current global and domestic business environments.
- Meet their educational goals.

Program Requirements

General Education Requirements:	**26 credits**
CMI 101 First Year Experience	3
ENG 111 English Composition I	4
ENG 105 Fundamentals of Speech	3
Humanities elective	3
Mathematics	3
Science with lab	4
Social science elective	3
ICS 101 Introduction to Microsoft Office	3

Program Requirements (C or better):	**29 credits**
ACC 133 Basic Accounting	3
BUS 101 Introduction to Business	3
ENG 112 English Composition II	4
ENG 220 Writing Research Papers	3
ICS 104 Spreadsheets	3
MATH 160 Elementary Statistics	4
BUS 251 Entrepreneurship	6

Specialization Requirements (C or better): 6 Credits

Accounting:		*Management:*	
ACC 250 Financial Accounting	3	MGT 261 Principles of Management	3
ACC 251 Managerial Accounting	3	MKT 241 Principles of Marketing	3

Total Credits Required for Graduation: 61 credits

Sample Pathway to Completion

First Semester	16 credits	Second Semester	16 Credits
CMI 101	3	BUS 101	3
ENG 111	4	BUS 106	3
Mathematics	3	ENG 112	4
ICS 101	3	ICS 104	3
ENG 105	3	Humanities	3
Third Semester	**13 Credits**	**Fourth Semester**	**16 Credits**
ACC 133	3	Science with Lab	4
MATH 160	4	Specialization courses	6
SOC 130	3	BUS 251	6
ENG 220	3		

Certificate of Completion in Accounting Clerkship

Purpose and Content

The Certificate of Accounting Clerkship was developed in 2012 to meet the workforce needs of businesses in this area. The certificate program focuses on examining theories, methods, and concepts of an inclusive approach to accounting work. It introduces methods used in lower level accounting work. The program also focuses on business related issues for personnel engaged in today's accounting office.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Use proper accounting terminology.
- Communicate ideas clearly in both written and oral communications.
- Demonstrate use of technology effectively in an accounting setting:
    - MS Office programs
    - Basic Computer Accounting procedures
- Perform typical accounting transactions and calculations.
- Demonstrate the audit mechanisms employed in a sound accounting system.
- Explain the ethical responsibilities imposed on those engaged in business.

Program Requirements

ACC 133 Basic Accounting	3
BUS 101 Introduction to Business	3
BUS 106 Business Math	3
BUS 200 Accounting Clerkship Internship	3
ENG 105 Fundamentals of Speech	3
ENG 111 English Composition I	4
ETH 101 Ethics	3
ICS 101 Introduction to Microsoft Office	3
ICS 104 Spreadsheets	3
MATH 102 Survey of Math	3
Total Credits Required for Graduation:	**31**

Sample Pathway to Completion

First Semester	16 credits	Second Semester	15 credits
ENG 111	4	ACC 250	3
ENG 105	3	ACC 251	3
ICS 101	3	ETH 101	3
BUS 101	3	BUS 106	3
ACC 133	3	BUS 200	3

Science, Technology, and Mathematics (STeM) Department

Mission

The mission of the Science, Technology, and Mathematics (STeM) Department is to provide science, technology and mathematics courses to support academic programs and prepare students seeking careers in marine science or an advanced education in a STeM discipline.

Approved by CC on March 5, 2018. Approved by IEC on March 14, 2018.

Certificate of Completion in IT Support Level 01

Purpose and Content

The purpose of an IT Support Certificate program is to provide individuals with the necessary knowledge and skills to pursue a career in the field of IT support. This program is designed to equip students with a solid foundation in various ICT aspects such as computer systems, networks, website design, information systems, and programming.

Program Learning Outcomes

By the completion of this program, students should be able to:

- Assemble and program a Computer System, connect a computer system to the internet.
- Equip students with the knowledge and skills necessary to understand, design, develop, and manage information systems in various organizational contexts.
- Use a DBMS to store, analyze and manage data and information; and collaborate with other learners as managers of data and information
- Write programs to instruct computer systems to provide solutions to real life problems.
- Design, Construct and Implement computer networks so that digital devices can communicate and share data/information with each other.

Program Requirements

Mathematics Courses:	7 credits
Math 102 Survey of Mathematics	3
Math 160 Elementary Statistics	4
Technology Courses:	20 credits
ICS 100 Fundamental Concepts of Programming	4
ICS 110 Introduction to Website Design & Development	4
ICS 111 Introduction to Computer Networks	4
ICS 130 Introduction to Information Systems	4
ICS 140 Computer System: A practical approach	4
Total Credits Required for Graduation:	**27 credits**

Sample Pathway to Completion

Semester 1	Semester 2
ICS 100	ICS 130
ICS 110	ICS 140
ICS 111	MATH 160
MATH 102	

Certificate of Completion in Marine Science

Purpose and Content

The Marine Science Certificate program prepares students for future studies or careers in the field of marine sciences or coastal resource management. It is intended for current or past CMI students, current marine resources or environmental employees, or qualified community members interested in obtaining knowledge and practical skills in marine sciences. The program allows students to focus their studies in preparation for further education in marine sciences, careers in marine resource management and environmental protection, or teaching science in local schools. The curriculum stresses critical analysis of the marine environment to promote the sustainable management of marine resources using robust scientific data.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the biological, physical, and ecological processes of marine ecosystems.
- Implement marine research projects from development to completion.
- Master technical skills necessary for future studies or careers within the field of marine science.
- Apply conservation and sustainable management of marine resources.
- Communicate marine science effectively to a variety of audiences using both written and verbal communication strategies.

Program Requirements

English Courses: **7 credits**
ENG 111 English Composition I 4
ENG 105 Fundamentals of Speech 3

Introductory Course: **4 credits**
SCI 135 Introduction to Marine Biology OR
SCI 111 Environmental Science

Core Course: **4 credits**
SCI 235 Tropical Marine Ecosystems

Management Course: **4 credits**
SCI 240 Marine Conservation and Management OR
SCI 245 Integrated Coastal Management

Technical Skills Course: **4 credits**
SCI 220 Marine Field Research Methods OR
SCI 225 Principles of Aquaculture

Communication Course: **4 credits**
SCI 255 Communicating in Natural Sciences OR
SCI 112 Teaching Climate Change

Elective Courses: **4 credits**
Selected from the following:
SCI 280s Internship in Marine Science (1-5)
MSC 113 PADI Open Water SCUBA (3)
MSC 203 PADI Advanced SCUBA (3)
SCI 220 Marine Field Research Methods (4)
SCI 225 Principles of Aquaculture (4)
SCI 240 Marine Conservation and Management (4)
SCI 245 Integrated Coastal Management (4)
SCI 255 Communicating in Natural Sciences (4)
SCI 112 Climate Change (4**)**

Total Credits Required for Graduation: **31 credits**

Sample Pathway to Completion

First Semester	10 credits
ENG 111	4
ENG 105	3
MSC 113	3

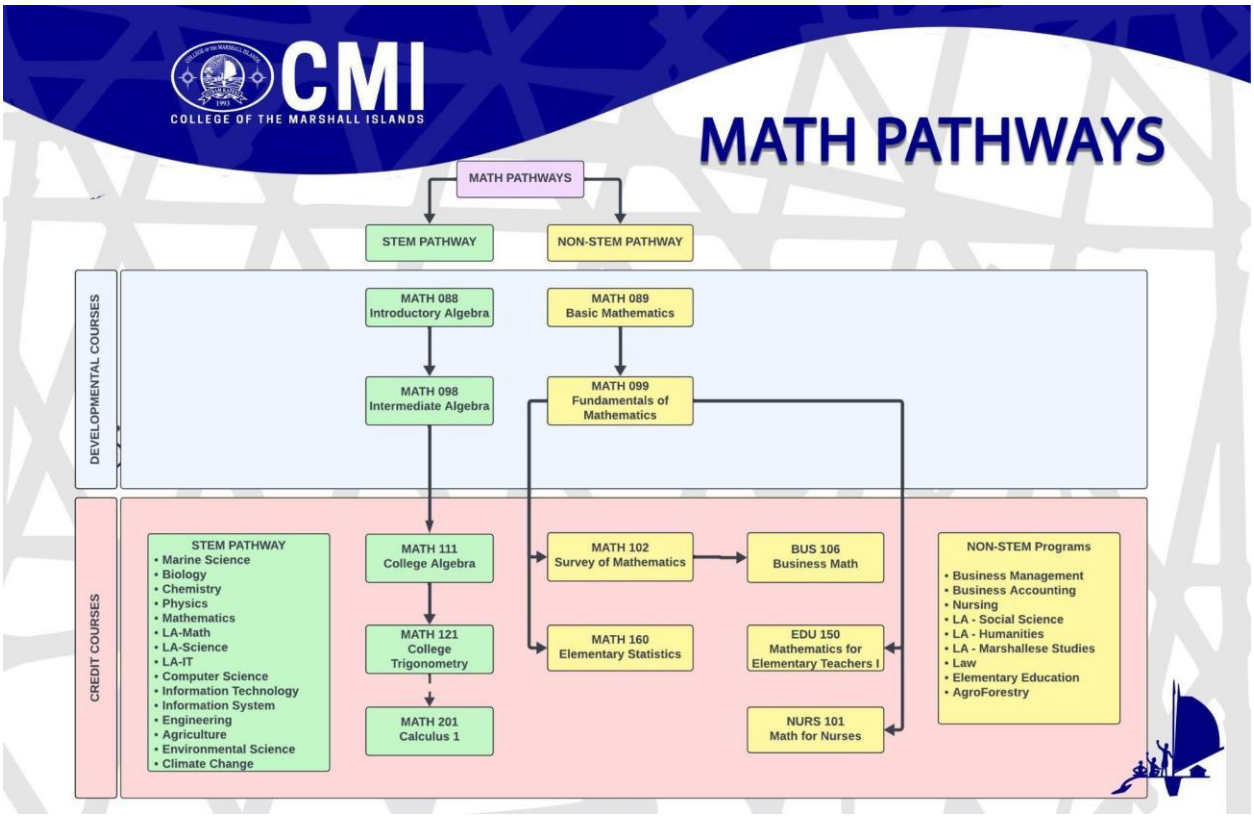
Second Semester	11 credits
SCI 111 or 135	4
SCI 112	4
MSC 203	3

Third Semester	12 credits
SCI 235	
SCI 240	
SCI 220	

Developmental Mathematics

Purpose and Content

The STeM Department provides a program for students who aspire to a college education, but do not yet have the mathematics skills necessary for college level-work. Two levels of developmental mathematics are offered: MATH 088 (Introductory Algebra), and MATH 098 (Intermediate Algebra). Students who do not wish to pursue a STeM field may take MATH 089 (Basic College Mathematics) and MATH 099 (Fundamentals of Mathematics) in place of 088 and 098. In addition, MATH 088 and 098 as well as MATH 089 and 099 are offered in accelerated formats.



Elementary Education Department

The mission of the Elementary Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.

Bachelor of Arts in Elementary Education

Purpose and Content

The Bachelor of Arts in Elementary Education builds upon the foundation provided by the Associate of Science in Elementary Education. The BAEE is expected to improve the quality of basic education in the elementary grades by engaging in pedagogically sound and authentic practices that engage learners to construct meaning so that learning outcomes are robust and permanent.

The content of the BAEE includes General Education requirements and Education courses in all subject areas taught in the elementary grades. BAEE graduates provide leadership in their school environments so that all teachers can become increasingly reflective of the practices that engage and enrich young students.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.
- Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.
- Differentiate instruction for individuals, small groups and large.
- Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.
- Assess K-6 students' progress in all areas.
- Exhibit professional practices.

Program Requirements (C or better)

General Education Requirements:	**26 credits**
CMI 101 First Year Experience	3
ENG 111 English Composition I	4
ENG 105 Fundamentals of Speech	3
ENG 211 Children's Literature	3
EDU 150 Math for Teachers I	3
Science with lab	4
SOC 140 Contemporary Social Issues in Micronesia	3
ICS 101 Introduction to Microsoft Office	3

Upper Level General Education:	**10 credits**
ETH 300 Ethics & Organizational Governance	3
ART 329 Performing Arts Expression	3
IDS 428 Personal & Social Health Skills	4
Education Requirements:	**25 credits**
EDU 101 Foundational Literacy for Elementary Classroom Teachers	3
EDU 109 Philosophical Foundations of Education	3
EDU 210 Introduction to Teaching	3
EDU 211 Classroom Methods and Strategies	3
EDU 241 Classroom Management	3
EDU 250 Math for Teachers II	3
EDU 251 Science for Teachers	4
EDU 285 Language Arts Methods	3
Other Requirements:	**12 credits**
PSY 101 Introduction to Psychology	3
PSY 201 Human Growth & Development	3
PI 260 Nuclear Issues in the Pacific	3
Take one from the following: HIS 132 Marshallese History MAR 101 Marshallese I (Non Marshallese Speakers) MAR 120 Marshallese Orthography MAR 130 Marshallese Culture MAR 140 Marshallese Government, MAR 150 Marshallese Composition MAR 160 Marshallese Public Speaking	3
Literacy:	**6 credits**
EDU 313 Literacy & Literature	3
EDU 314 Literacy & Literature II	3
Mathematics:	**6 credits**
EDU 324 Elementary Mathematics I	3
EDU 325 Elementary Mathematics II	3
Science/Social Science:	**7 credits**
EDU 323 Elementary Science	4
EDU 322 Elementary Social Studies	3
Curriculum & Instruction:	**3 credits**
EDU 312 Foundations & Curriculum Instructions	3

Management:	**3 credits**
EDU 341 Classroom Management II	3
Education-400 Level Requirements:	**25 credits**
EDU 416 Teaching with Curriculum Materials	3
EDU 427 Physical Education & Elementary School Art	4
EDU 444 Evaluation and Assessment	3
EDU 496 Elementary Student Teaching	12
EDU 497 Elementary Seminar for Student Teaching	3
Total Credits Required for Graduation:	**123 credits**

Crosswalks and requirements for completing the BAEE with an advanced specialization certificate or with a Certificate of Completion in Special Education are available from the Elementary Education Department or on the CMI website, www.cmi.edu.

Sample Pathway to Completion

First Semester	16 credits	Second Semester	15 credits
CMI 101	3	EDU 250	3
ENG 111	4	SOC 140	3
EDU 150	3	PSY 101	3
EDU 101	3	EDU 109	3
ICS 101	3	ENG 105	3
Third Semester	**16 credits**	**Fourth Semester**	**16 credits**
PSY 201	3	EDU 285	3
EDU 210	3	ENG 211	3
EDU 211	3	EDU 241	3
Science with lab	4	EDU 251	4
MAR or HIS 132	3	MAR or HIS 132	3
Fifth Semester		**Sixth Semester**	
EDU 313	3	EDU 314	3
EDU 324	3	EDU 325	3
EDU 323	4	EDU 322	3
EDU 312	3	EDU 341	3
ETH 300	3	ART 329	3
Seventh Semester	**14 credits**	**Eighth Semester**	**15 credits**
EDU 416	3	EDU 496	12
EDU 427	4	EDU 497	3
EDU 444	3		
IDS 428	4		

Associate of Science in Elementary Education

Purpose and Content

The Associate of Science in Elementary Education provides insight for prospective and practicing teachers into well-established pedagogy and content knowledge that will improve the quality of instruction for current and future RMI elementary-level students. Faculty provide instruction in best practices and model meaningful, authentic engagement in learning activities and management procedures that support student success.

The content includes instruction in each area of the elementary grade curriculum and the theoretical background to recognize the importance of meaningful connections to students' prior knowledge, cultural heritage, and dual language needs. Students gain experience within current elementary classrooms throughout their coursework and complete their journey with full-time practicum/student teaching in order to be prepared for employment as classroom teachers who are responsible for improving the learning outcomes of their students.

We are committed to improving the quality of basic education at the elementary level by providing a foundation upon which to build more sophisticated learning with confidence and skill. Our students will be the leaders to improve the knowledge of future students who live in tenuous times and must understand the effects of climate change on the environment both locally and globally.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Display knowledge of school curriculum, emphasis on RMI.
- Identify cognitive and affective needs of students in the classroom.
- Practice self-reflection and professionalism in the classroom.
- Apply appropriate classroom teaching and management methods to promote a positive learning environment.
- Develop and promote elementary students' critical thinking skills through reading to develop a community of readers.

Program Requirements (C or better)

General Education Requirements:	**26 credits**
CMI 101 First Year Experience	3
ENG 111 English Composition I	4
ENG 105 Fundamentals of Speech	3
ENG 211 Children's Literature	3
EDU 150 Math for Teachers I	3
Science with lab	4
SOC 140 Contemporary Social Issues in Micronesia	3
ICS 101 Introduction to Microsoft Office	3

Education Requirements:	**25 credits**
EDU 101 Foundational Literacy for Elementary Classroom Teachers	3
EDU 109 Philosophical Foundations of Education	3
EDU 210 Introduction to Teaching	3
EDU 211 Classroom Methods and Strategies	3
EDU 241 Classroom Management	3
EDU 250 Math for Teachers II	3
EDU 251 Science for Teachers	4
EDU 285 Language Arts Methods	3
Other Requirements:	**15 credits**
PSY 101 Introduction to Psychology	3
PSY 201 Human Growth & Development	3
PI 260 Nuclear Issues in the Pacific	3
Take one from the following: HIS 132 Marshallese History MAR 101 Marshallese I (Non Marshallese Speakers) MAR 120 Marshallese Orthography MAR 130 Marshallese Culture MAR 140 Marshallese Government, MAR 150 Marshallese Composition MAR 160 Marshallese Public Speaking	6
Total Credits Required for Graduation:	**63 credits**

Sample Pathway to Completion

First Semester	16 credits	Second Semester	15 credits
CMI 101	3	EDU 250	3
ENG 111	4	SOC 140	3
EDU 150	3	PSY 101	3
EDU 101	3	EDU 109	3
ICS 101	3	ENG 105	3
Third Semester	**16 credits**	**Fourth Semester**	**16 credits**
PSY 201	3	EDU 285	3
EDU 210	3	ENG 211	3
EDU 211	3	EDU 241	3
Science with lab	4	EDU 251	4
MAR or HIS 132	3	MAR or HIS 132	3

Certificate of Completion in Teaching

Purpose and Content

The purpose of the CCT is to provide classroom experience following the completion of the ASEE or AA degree prior to becoming a full-time classroom teacher.

The content of the Teaching Practicum involves working for one semester with a Cooperating Teacher in a classroom under the supervision of an Education Department faculty four days per week. Students spend one day per week in a seminar with other CCT students and the Practicum Coordinator in order to discuss issues and make progress in regard to academic preparation as potential teachers.

The Certificate of Completion in Teaching qualifies graduates with an Associate degree in a field other than education for a Professional Certificate I certification from the Ministry of Education in the Republic of the Marshall Islands.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Apply appropriate classroom teaching and management methods to promote a positive learning environment.
- Develop and promote elementary students' critical thinking skills.
- Create and present lessons consistent with Ministry of Education, Sports, and Training school curriculum standards.
- Identify cognitive and affective needs of elementary students and respond appropriately.
- Practice self-reflection and professionalism.

Program Requirements (C or better)

The CCT is awarded only in conjunction with or after completion of an Associate degree.

EDU 210 Introduction to Teaching	3
ENG 211 Children's Literature	3
EDU 211 Classroom Methods & Strategies	3
EDU 241 Classroom Management	3
EDU 296 Teaching Practicum	12
Total Credits Required for Graduation:	**24 credits**

Sample Pathway to Completion

First Semester	12 credits	Second Semester	12 credits
EDU 210	3	EDU 296	12
ENG 211	3		
EDU 211	3		
EDU 241	3		

Certificate of Completion in Special Education

Purpose and Content

The purpose of this program is to prepare teachers to work in classrooms with students with special needs who require additional support within the least restrictive environment to be successful.

This program examines theories, methods and concepts of an inclusive approach to teaching students with special learning needs in elementary schools. It introduces statutes that govern learning needs. The program also centers on designing practical differentiated methods and skills that will accommodate learning needs for exceptional students. This program includes a research and capstone project.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Include persons who are physically or intellectually diverse.
- Lead in the development and sharing of new knowledge in special education in schools.
- Practice ethically and morally valid decision-making.
- Dignify and respect students with special learning needs.
- Apply current knowledge of effective practices in special education.

Program Requirements (C or better)

ENG 111 English Composition 1	4
SPED 260 Introduction to Special Education	3
SPED 261 Introduction to Exceptionalities	3
SPED 262 Essential Areas of Reading Instruction	4
SPED 263 Individual Education Plan	3
EDU 298 Teaching Practicum	12
Total Credits Required for Graduation:	**29 credits**

Sample Pathway to Completion

First Semester	6 credits
SPED 261	3
SPED 260	3

Second Semester	7 credits
SPED 262	4
SPED 263	3

Third Semester	12 credits
EDU 298	12

Nursing and Allied Health Department

The mission of the Nursing & Allied Health Department is to provide quality, student centered nursing and allied health education to Marshallese people and other students who desire a career in these fields.

Associate of Science in Nursing

Purpose and Content

The AS in Nursing provides students the prospect of practicing nursing in the RMI. The staff and faculty of the nursing program are committed to ensuring that students become proficient in the arts and science of nursing and are able to demonstrate the theoretical basis of nursing and are competent to practice safe nursing care in the clinic settings.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Use the nursing process to provide evidence-based nursing care in health promotion, disease prevention, and health restoration to clients, their families, and the community.
- Demonstrate civic, legal, ethical, and cultural responsibility as a professional nurse and citizen.
- Apply decision making skills that lead to a healthy lifestyle.
- Use available resources to develop and pursue personal and professional development.
- Identify and address issues and trends that affect health care.

Program Requirements (C or better)

General Education Requirements:	**27 credits**
CMI 101 First Year Experience	3
ENG 111 English Composition I	4
ENG 105 Fundamentals of Speech	3
Humanities elective	3
MATH 160 Elementary Statistics	4
SCI 230 Introduction to Chemistry	4
PSY 101 Introduction to Psychology	3

ICS 101 Introduction to Microsoft Office	3
Nursing and Allied Health Requirements:	**41 credits**
AH 114 Nutrition	3
NURS 110 Fundamentals of Nursing	4
NURS 113 Pharmacology	3
NUR 120 Pathophysiology	3
NURS 122 Nursing of Adults I	5
NURS 222 Nursing of Adults II	5
NURS 235 Family Health Nursing	5
NUR 245 Family Health Nursing II	5
NURS 256 Community & Mental Health Nursing	5
NURS 260 Senior Nursing Seminar	3
Other Requirements:	**19 credits**
PSY 201 Human Growth & Development	3
ANAT 110 Human Anatomy & Physiology I	4
BIO 101 Introduction to Biology	4
ANAT 210 Human Anatomy & Physiology II	4
MICR 101 Microbiology	4
Total Credits Required for Graduation:	**87 credits**

Sample Pathway to Completion

First Semester 17 credits CMI 101 3 ENG 111 4 ENG 105 3 BIO 101 4 ICS 101 3	Second Semester 18 credits CHEM 101 4 ANAT 110 4 MATH 160 4 PSY 101 3 Humanities 3
Third Semester 18 credits MICR 101 4 ANAT 210 4 NURS 110 4 NURS 113 3 AH 114 3	Fourth Semester 16 credits NUR 120 3 PSY 201 3 NURS 122 5 NURS 235 5
Fifth Semester 18 credits NURS 222 5	

NUR 245 NURS 256 NURS 260	5 5 3	

Certificate of Completion in Community Health Outreach Worker

Cohorts for this program are organized with the Ministry of Health and Human Services.

Purpose and Content

Educate allied health workers who can provide community services to individuals, families or defined populations in a Pacific Island environment.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Identify life goals and create a realistic plan to achieve these goals
- Utilize knowledge and respect for their Pacific Island culture and the culture of others during the provision of community health worker services
- Evaluate community health situation within the context of the WHO Social Determinants of Health Model
- Utilize critical thinking and the best evidence to create and implement community health programs and or interventions
- Engages in on-going self-reflection about their own behavior decisions and patterns and how to support a healthy lifestyle
- Will apply evidence – based scientific principles

Program requirements

AH 120 Community Health Outreach Worker I	14
AH 121 Community Health Outreach Worker II	10
Total Credits Required for Graduation	**24 credits**

Sample Pathway to Completion

First Semester	14 credits	Second Semester	10 credits
AH 120	14	AH 121	10

Certificate of Completion in Outer Atoll Health Assistant

Cohorts for this program are organized with the Ministry of Health and Human Services.

Purpose and Content

Educate a cadre of allied healthcare workers who can manage a health dispensary and provide basic health services to remote populations on outer atolls of the Pacific Islands.

The Outer Atoll Health Assistant (OA-HA) Certificate Program centers on the core knowledge and skills required to operate a health dispensary and provide basic health services for remote communities in the outer atolls or islands in the Pacific.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Identify life goals and create a realistic plan to achieve these goals
- Utilize knowledge and respect for their Pacific Island culture and the culture of others during the provision of health services in the outer atolls
- Evaluate individual family and community health situations in the context of the WHO Social Determinants of Health Model
- Utilize critical thinking and the best evidence to create and implement outer atoll programs and/or interventions for individuals and the community in the outer atolls
- Engage in on-going self-reflection about their own behavior decisions and patterns and how to support a healthy lifestyle
- Apply evidence-based scientific principles and theory to critically think and identify health needs and interventions in the community setting
- Manage an outer atoll dispensary in compliance with RMI regulation protocols

Program Requirements

AH 120 Community Health Outreach Worker I	14
AH 121 Community Health Outreach Worker II	10
AH 220 Outer Atoll Health Assistant I	6
AH 221 Outer Atoll Health Assistant II	6
Total Credits Required for Graduation	**36 credits**

Sample Pathway to Completion

First Semester 14 credits AH 120 14	Second Semester 10 credits AH 121 10
Third Semester 12 credits AH 220 6 AH 221 6	

Certificate of Completion in Public Health

Purpose and Content

The Public Health certificate program provides training that prepares public health workers and others to respond to emerging public health issues. It is intended for current public health employees and high school graduates interested in obtaining knowledge about public health concepts to enhance their ability to successfully improve the health of their community. The curriculum stresses creativity in designing and implementing public health programs and projects which are scientifically proven and culturally acceptable.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Use evidence-based practices to promote community health
- Communicate public health concepts to target populations using appropriate techniques
- Analyze, plan, implement, and evaluate public health interventions
- Collaborate with multiple sectors to strengthen policies and improve practices,
- Demonstrate ethical responsibility and cultural sensitivity as a healthcare professional

Program Requirements (C or better)

AH 101 Essential Public Health Functions and Primary Health Care	3
AH 103 Introduction to Information Systems for Health Managers	3
AH 104 Health Promotion and Disease Prevention	3
AH 107 Community Health Education	3
AH 230 Public Health Internship	3
ENG 105 Fundamentals of Speech	3
ENG 111 English Composition I	4
ICS 101 Introduction to Microsoft Office	3
MATH 160 Elementary Statistics	4
Total Credits Required for Graduation:	**29 credits**

Sample Pathway to Completion

First Semester	16 credits	Second Semester	13 credits
AH 101	3	AH 103	3
AH 104	3	AH 107	3
ENG 105	3	AH 230	3
ENG 111	4	MATH 160	4
ICS 101	3		

Workforce, Adult, and Vocational Education Services: WAVES

The mission of WAVES is to provide quality Adult Basic Education (ABE) for a high school equivalency and non-credit Career/Technical Education (CTE) to students so that they acquire the necessary skills to become self-sufficient and to participate effectively as productive citizens. Workforce development training is offered to meet the needs of employers, along with training for unemployed young people through the Youth Corps program.

Associate of Science in Agroforestry Education and Sustainable Livelihoods

The Program is Pell Eligible

Purpose and Content

To provide a higher education degree in agroforestry, food, health, sustainability, business and cultural means of livelihood (textile plant-based cultural arts) that can address the educational, societal and livelihood needs of the unemployed and underemployed youths and older cohorts of RMI people especially those located in the remote outer islands.

The program is forward leaning and traditionally grounded so as to be relevant to its intended stakeholders and of life-long value. The degree has two tracks: Agroecology and Plant-Based Cultural Arts. There are eleven new courses, which are unique and connected around a core of agroforestry, entrepreneurship and/or plant-based cultural arts. The core courses students must take are connected to traditional disciplines such as English, Math and other CMI general education course requirements. The 11 courses sit on a foundation of nine core credit courses and two electives for a total Associate's degree of 69 credits for a specialty in Agroecology or 68 credits for a specialty in Textiles and Plant-based Cultural Arts.

Program Learning Outcomes

Upon completion of the program, students will be able to:

1. Describe the agroforest types and systems relevant to RMI using both written and verbal form.

2. Evaluate agroforest issues technically, ethically and sustainably and demonstrate well developed reasoning based upon principles of social justice and professional standards.
3. Use scientific methods and business models to solve problems relevant to agroforestry production and agribusiness management.
4. Apply knowledge and experience of agroforestry to produce healthy, diversified and traditional food through ecologically sound and sustainable methods.
5. Apply the knowledge and skills of agroforest products to set and meet entrepreneurial goals.

Program Requirements

General Education Requirements:	**26 credits**
CMI 101 First Year Experience	3
ENG 111 English Composition I	4
ENG 105 Fundamentals of Speech	3
MAR 130 Marshallese Culture	3
MATH 102 Survey of Mathematics	3
AGR 101 Introduction to Agriculture	4
SOC 130 Introduction to Sociology	3
ICS 101 Introduction to Microsoft Office	3

Core Courses:	**35 credits**
BUS 101 Introduction to Business	3
AGF 106 Agroforestry & Terrestrial Ecosystems	4
AGF 107 Nutrient Dynamics on Agroforestry	4
AGF 108 Food Sovereignty: Traditional Crops for Healthy Lifestyle	3
AGF 201 Silvicultural Systems in Agroforestry Management	4
AGF 202 Integrated Coastal Management and Social Forestry	4
AGF 205 Climate, Food Security, and Health	3
AGF 210 Agricultural Entrepreneurship	4
Agroforestry Internship (AGF 230 or AGF 231 & AGF 232	6

Specialization Requirements: **7-8 credits**

Agroecology		*Textiles and Plant-Based Cultural Arts*	
AGF 206 Food Preservation and Safety	4	AGF 203 Agro-Industry Products	4
AGF 207 Aquaponics	4	AGF 204 Textiles & Plant-Based Cultural Arts	3

Credits Required for Graduation: **68-9 credits**

Sample Pathway to Completion

First Semester	17 credits	Second Semester	17 Credits
CMI 101	3	BUS 101	3
ENG 111	4	AGF 107	4
AGF 106	4	AGR 101	4
AGF 108	3	ICS 101	3
ENG 105	3	MATH 102	3
Third Semester	**17 Credits**	**Fourth Semester**	**17-18 Credits**
AGF 205	3	AGF 202	4
AGF 201	4	AGF 230	6
AGF 210	4	Specialization courses	7-8
SOC 130	3		
MAR 130	3		

Certificate of Completion in Carpentry

This program follows a cohort model and admits students in the fall only.

Purpose and Content

The one-year certificate program exposes students to the knowledge and skills relating to the construction industry, with a focus on carpentry. Among major topics to be covered are blueprint reading, building construction (footing and foundation, floors, walls, ceiling, and roof framing/finishing) construction materials, tools, and safety.

Program Learning Outcomes

Upon completion of the program, students will be able to:
Demonstrate basic construction fundamentals.
Demonstrate basic framing and finishing fundamentals.
Practice construction safety precautions.
Identify and use basic hand tools and power tools.
Read and interpret plans and drawings.
Perform basic masonry/concrete work.
Demonstrate and practice essential employability skills.

Program Requirements

General Requirements:	**9 credits**
VCARP 050 English for Specific Purposes Vocational Education I	1.5
VCARP 051 English for Specific Purposes Vocational Education II	3
VCARP 060 Math for Construction I	1.5

VCARP 061 Math for Construction II	3
Carpentry Requirements:	**31 credits**
VCARP 101 Introduction to Construction	3
VCARP 102 Construction Safety: Tools and Equipment	3
VCARP 103 Blueprint Reading for Construction	3
VCARP 104 Footing and Foundation	3
VCARP 105 Interior Finishing and Cabinet Making	3
VCARP 201 Roof Framing and Exterior Finishing	3
VCARP 202 Floor, Wall, and Ceiling Framing	3
VCARP 210 Carpentry Internship	10
Total Credits Required for Graduation:	**40 credits**

Sample Pathway for Completion

First Semester	15 Credits	Second Semester	14.5 Credits
VCARP 050	1.5	VCARP 051	1.5
VCARP 060	1.5	VCARP 061	4
VCARP 101	3	VCARP 105	3
VCARP 102	3	VCARP 201	3
VCARP 103	3	VCARP 202	3
VCARP 104	3		
Third Semester	10 Credits		
VCARP 210	10		

Certificate of Completion in Rating Forming Part of a Navigation Watch

Purpose and Content

To provide the learner with the knowledge and skills in seamanship and bridge watchkeeping required to perform duties as a deck rating. The program begins with general maritime courses covering the basic safety, English, and mathematics needed to serve successfully on a national or international vessel. Semesters 2-3 address specific requirements for a navigation rating.

Program Learning Outcomes

Upon completion of the program, students will be able to:

6. Maintain, handle, and use ropes for shipboard applications in accordance with established shipboard practice.
7. Provide a safe means of access to personnel embarking and disembarking the vessel.

8. Perform support duties during mooring and anchoring operations.
9. Carry out basic deck maintenance procedures.
10. Contribute to monitoring and controlling a safe watch.
11. Observe safety precautions during the stowage and handling of cargoes.
12. Keep a proper lookout by sight and hearing.
13. Perform the duties of a helmsperson.
14. Describe the importance of marine environmental awareness and relevant precautions.
15. Explain maritime career pathways.
16. Explain the relevance of Marshallese seafaring traditions to the present day.

Program Requirements

General Maritime Requirements:	**19 credits**
MART 101 Traditional Navigation and Seafaring	3
MART 102 Math for Mariners	6
MART 103 English for Mariners	6
MART 110 STCW Basic Safety Training	4
Deck Rating Courses:	**24 credits**
MART 120 Introduction to Seamanship	12
MART 121 Introduction to Bridge Watchkeeping	12
Total Credits Required for Graduation:	**43 credits**

Sample Pathway for Completion

First Semester 15 credits MART 101 3 MART 102 6 MART 103 6	Second Semester 16 Credits MART 110 4* MART 120 12
Third Semester 12 Credits MART 121 12	

*****Students who already have a current STCW certificate may receive credit for prior learning

Certificate of Completion in Rating Forming Part of an Engine Room Watch

Purpose and Content

To provide the learner with the knowledge and skills to safely perform daily duties and form part of an engine room watch or perform duties in a periodically unmanned engine room. The program begins with general maritime courses covering the basic safety, English, and mathematics needed to serve successfully on a national or international vessel. Semesters 2-3 address specific requirements for an engine rating.

Program Learning Outcomes

Upon completion of the program, students will be able to:

1. Carry out basic engine room watchkeeping duties safely and effectively.
2. Perform the lubrication/fuel and record keeping duties of an engine room rating in accordance with established procedure and safety requirements.
3. Perform the lubrication/fuel and record keeping duties of an engine room rating in accordance with established procedure and safety requirements.
4. Safely operate the on-board pollution control machinery and equipment in accordance with safety, statutory and environmental requirements.
5. Carry out operational checks on the shafting components of a marine propulsion plant and relevant hydraulic systems, including steering gear in accordance with established procedure and safety requirements.
6. Demonstrate proper use of PPE and safe use of hand tools.
7. As a member of the engine room crew, assist in the maintenance of relevant pumping systems, including the bilge and ballast system in accordance with established procedure and safety/statutory requirements.
8. Describe the importance of marine environmental awareness and relevant precautions.
9. Explain maritime career pathways.
10. Explain the relevance of Marshallese seafaring traditions to the present day.

Program Requirements

General Maritime Requirements:	**19 credits**
MART 101 Traditional Navigation and Seafaring	3
MART 102 Math for Mariners	6
MART 103 English for Mariners	6
MART 110 STCW Basic Safety Training	4
Deck Rating Courses:	**24 credits**

MART 130 Introduction to Engine Room Watchkeeping	12
MART 131 Introduction to Engine Room Maintenance	12
Total Credits Required for Graduation:	**43 credits**

Sample Pathway for Completion

First Semester 15 credits MART 101 3 MART 102 6 MART 103 6	Second Semester 16 Credits MART 110 4* MART 130 12
Third Semester 12 Credits MART 131 12	

*****Students who already have a current STCW certificate may receive credit for prior learning

Certificate of Completion in Construction Trades

Purpose and Content

The aim of the CC-CT is to prepare students for the current local and global job market with entry-level skills needed for any of the following fields: carpentry and masonry; welding; plumbing; electricity; or heating, ventilation, and air-conditioning (HVAC). Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

Courses from the program may also serve as the in-classroom component of a Registered Apprenticeship. (Registered Apprenticeships are currently under development.) It is anticipated that most students will enroll part-time outside of regular working hours.

Students will acquire the necessary educational foundation for entry-level employment in construction as they learn to read and understand plans and specifications, construction safety, various codes, and new technology related to the construction industry. In addition, they will choose one area of specialization to explore more fully.

Program Learning Outcomes

Upon completion of the program, students will be able to:

1. Demonstrate skills needed to function as an entry-level worker in at least one construction trades concentration area.
2. Apply key elements of knowledge in the construction trades concentration area through independent completion of a project.

3. Collaborate with other construction workers to complete projects.
4. Develop a career plan and understand the choices and behaviors that will allow that plan to be fulfilled.
5. Implement appropriate health and safety practices in the workplace.

Program Requirements

Program Requirements:	**9 Credits**
CT 101 Introduction to Construction Trades	3
CT 103 Introduction to Blueprints and Technical Sketches	3
CT 104 Industrial Safety & First Aid	3
Specialization Requirements and Electives:	**18 Credits**
Specialization in Carpentry & Masonry	
CT 113 Technical Engineering Drawing	3
CT 120 Introduction to Carpentry	3
CT 130 Masonry I	3
CT 131 Masonry II	3
CT 121 Rough Framing & Exterior Finishing	3
CT elective	3
Specialization in Welding	
CT 150 Oxyacetylene Welding and Cutting I	3
CT 151 Oxyacetylene Welding and Cutting I	3
CT 155 Shielded Metal Arc Welding I	3
CT 156 Shielded Metal Arc Welding II	3
CT electives	6
Specialization in Plumbing	
CT 113 Technical Engineering Drawing	3
CT 160 Plumbing I	3
CT 161 Plumbing II	3
CT 165 Universal Plumbing Code	3
CT electives	6
Specialization in Electricity	
CT 170 Electricity I	3
CT 171 Electricity II	3
CT 172 Electricity III	3
CT 173 Electricity IV	3

CT electives	6
Specialization in HVAC	
CT 180 Refrigeration and Air Conditioning I	4
CT 181 Refrigeration and Air Conditioning II	4
CT 182 Refrigeration and Air Conditioning III	4
CT electives	6
Practicum Requirements:	**3 credits**
CT 296 Construction Trades Practicum	3
Total Credits Required for Graduation:	**30 credits**

Sample Pathway to Completion for Specialization in Carpentry and Masonry

First Semester	9 credits	Second Semester	9 credits
CT 101	3	CT 120	3
CT 103	3	CT 130	3
CT 104	3	CT 113	3
Third Semester	**9 Credits**	**Fourth Semester**	**3 credits**
CT 121	3	CT 296	3
CT 131	3		
Any CT Course	3		

Sample Pathway to Completion for Specialization in Welding

First Semester	9 credits	Second Semester	9 credits
CT 101	3	CT 150	3
CT 103	3	CT 155	3
CT 104	3	Any CT Course	3
Third Semester	**9 Credits**	**Fourth Semester**	**3 credits**
CT 151	3	CT 296	3
CT 156	3		
Any CT Course	3		

Sample Pathway to Completion for Specialization in Plumbing

First Semester 9 credits		Second Semester 9 credits	
CT 101	3	CT 113	3
CT 103	3	CT 160	3
CT 104	3	CT 165	3
Third Semester 9 Credits		**Fourth Semester 3 credits**	
CT 161	3	CT 296	3
Any 2 CT Courses	6		

Sample Pathway to Completion for Specialization in Electricity

First Semester 9 credits		Second Semester 6 credits	
CT 101	3	CT 170	3
CT 103	3	Any CT Course	3
CT 104	3		
Third Semester 6 Credits		**Fourth Semester 3 credits**	
CT 171	3	CT 172	3
Any CT Course	3		
Fifth Semester 3 Credits		**Sixth Semester 3 Credits**	
CT 173	3	CT 296	3

Sample Pathway to Completion for Specialization in HVAC

First Semester 9 credits		Second Semester 7 credits	
CT 101	3	CT 180	4
CT 103	3	Any CT Course	3
CT 104	3		
Third Semester 7 Credits		**Fourth Semester 4 Credits**	
CT 181	4	CT 182	4
Any CT course	3		
Fifth Semester 3 credits			
CT 296	3		

Certificate of Completion in Automotive Service Technology

This certificate is Pell-eligible.To be included here

Program Purpose and Content

The aim of the CC-AST is to comprehensively prepare students to acquire skill competencies, develop the right attitude towards their specialized field of work, and to cultivate behavior and conduct that will ensure a successful career in automotive service technology. It is also anticipated that the acquired skills will not only enable graduates to contribute to the development of the country, but that their qualifications and standards of performance will be transferable to other job markets outside of the Marshall Islands.
Courses from the program may also serve as the in-classroom component of a Registered Apprenticeship. (Registered Apprenticeships are currently under development.) It is anticipated that most students will enroll part-time outside of regular working hours.

Program Learning Outcomes

- Explain the purposes and proper functioning of the core components of an automotive engine
- Perform a cylinder compression cranking test.
- Demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems.
- Diagnose, adjust, repair, or replace automotive components.
- Develop a career plan and understand the choices and behaviors that will allow that plan to be fulfilled.
- Implement appropriate health and safety practices in the workplace

Program Requirements

AUTO 101 Introduction to Automotive Services	3
MATH 102 Survey of Mathematics	3
ENG 105 Fundamentals of Speech	3
AUTO 140 Suspension and Steering	3
AUTO 150 Brake Systems	3
AUTO 160 Electrical/Electronic Systems	3
AUTO 180 Engine Performance I	3
AUTO 181 Engine Performance II	3
AUTO 240 Theory/Practicum: Suspension & Steering	2
AUTO 250 Theory/Practicum: Brakes	2
AUTO 260 Theory/Practicum: Electrical/Electronic Systems	2
AUTO 280 Theory/Practicum: Engine Performance	3
Total Credits Required for Graduation:	**33 credits**

Sample Pathway to Completion

First Semester	9 credits	Second Semester	12 credits
AUTO 101	3	AUTO 140	3
MATH 102	3	AUTO 150	3
ENG 105	3	AUTO 160	3
		AUTO 180	3
Third Semester	**9 Credits**	**Fourth Semester**	**3 credits**
AUTO 181	3	AUTO 280	3
AUTO 240	2		
AUTO 250	2		
AUTO 260	2		

Certificate of Achievement in Governmental Accounting

Purpose and Content

The purpose of this program is to up-skill government employees and build the nation's pool of individuals trained in accounting and financial statements preparation and analysis that can then potentially occupy key technical positions in the national government, other government agencies and in the state-owned-enterprises (SOEs) helping enhance the management of public finances in the RMI.

The program covers governmental accounting particularly US Generally Accepted Accounting Principles (US GAAP) for governments as promulgated by the Governmental Accounting Standards Board (GASB). The program will offer an introductory course on accounting fundamentals with emphasis on the chart of accounts before it moves to four succeeding courses which are focused on the specialized areas of governmental accounting, fund accounting, financial statements with required disclosure notes following the GASB financial reporting framework including management and budgetary reporting.

The program can be completed in one full-time semester.

Program Learning Outcomes

Upon completion of the program, the students will be able to:

- Utilize the Accounting system more effectively.
- Record financial transactions accurately through manual or automated data encoding and analytical process, in accordance with the dual perspective of US GAAP for governments progressing from data encoding to an analytical role
- Prepare and analyze financial statements for critical decision-making processes.

Program Requirements

GA100 Accounting Fundamentals	3
GA101 Governmental Accounting	3
GA102 Funds Financial Statements	3
GA103 Government Wide Financial Statements	3
GA104 Budgetary and Management Reporting	3
Total Credits Required for Graduation:	**15 Credits**

Non-Credit Programs

Standards of Training, Certification, and Watch-keeping (STCW)

Purpose and Content

This certificate provides maritime and fisheries industry workers of all levels of experience with mandatory basic safety training. The certificate covers basic marine firefighting; first aid/CPR; personal safety and responsibility; and personal survival. This certificate meets the requirements of the **IMO Convention on Standards of Training, Certification, and Watchkeeping for Seafarers (STCW)** and is also suitable for first-responders such as municipal and airport firefighters, industrial workers, police officers, and ambulance attendants.

This Certificate provides 80 hours of training across a two-week period.

Program Learning Outcomes

Upon completion of the program students will be able to:

- Practice skills necessary to survive at sea in the event of ship abandonment.
- Prevent, fight and extinguish shipboard fires.
- Demonstrate appropriate responses to shipboard accidents and medical emergencies.
- Demonstrate shipboard safe work practices and personal responsibilities.

Program Requirements

MART 070 STCW Basic Safety Training	80 hours

Basic Crew member Certificate

Purpose and Content

This certificate is developed according to the recommendations included in the Secretariat of the Pacific (SPC) “Purse Seine Crew Course” (2012). This certificate provides entry-level fisheries industry workers with the basic skills needed to successfully function as a member of a deck crew on a purse seiner or long line fishing vessel.

This Certificate provides 160 hours of training across a four-week period.

STCW must be completed prior to this program.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Identify basic fishing vessel types and functions.
- Identify main commercial tuna fishing target species.
- Safely operate fishing gear and handle catches.
- Perform watch-keeping duties required of entry-level crew.

Program Requirements

MART 080 Basic Crewmember	160 hours

SPC Basic Fisheries Observer Certificate

Purpose and Content

This program was designed to meet the minimum requirements set forth by the Secretariat of the Pacific Community (SPC) for the training and certification of Fisheries Observers employed aboard purse seiners and long line vessels. It includes internationally recognized qualification under the International Maritime Organization (IMO) Convention on Standards of Training, Certification and Watch-keeping for Seafarers (STCW). As well as additional instruction in the use of electronic information gathering, professional ethics, navigation and seamanship to better prepare students for the challenges and responsibilities of working at sea as an Observer.

This Certificate provides 240 hours of training across a six-week period.

The Basic Crew Member Certificate must be completed prior to this program.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Describe the main commercial fishing methods used in the Western and Central Pacific Ocean (WCPO) fisheries.
- Identify commercial tuna species and by-catch species of concern.
- Use national and Forum Fisheries Agency (FFA) ethics policies for observers.
- Operate digital and manual data reporting systems.

Program Requirements

MART 090 SPC Basic Fisheries Observer	240 hours

Adult Basic Education (ABE) Program

CMI offers two High School Equivalency Programs whereby students who enroll into the program are able to acquire an RMI High School Equivalency Diploma, they are:

- Adult Basic Education [ABE]
- Adult High School Program

Program Requirements for the Adult Basic Education

The Level of instruction will depend on the ABE Placement Test scores.

CMI ABE Placement

To determine the level of English and Math of the prospective students, they are required to take the CMI ABE Placement test. Placement tests are only given to students once they have completed and submitted all requirements of the Admission process and should be completed at least 10 days before the Placement Test assigned dates.

These students will be placed based on their following scores:
50% or below: Level 1
51% to 60: Level 2
61% to 70: Level 3
71% to 80: Level 4
81% to 100 -Level 5

Pathway to Completion

Level 1	**Level 2**	**Level 3**
REA010 Reading Level 1 WRI 010 Writing Level 1 MATH 010 Basic Mathematics	REA020 Reading Level 2 WRI 020 Writing Level 2 MATH 020 Pre-Algebra I	REA030 Reading Level 3 WRI 030 Writing Level 3 MATH 030 Pre-Algebra II SST 030 US History & Civics SCI 030 Human Body and the Ecosystem

Level 4	Level 5	
REA040 Reading Level 4 WRI 040 Writing Level 4 MATH 040 Beginning Algebra I SST040 World History & Political Systems SCI040 Basic Fundamentals of Physics and Chemistry ICS040 Basic Computing I	REA050 Reading Level 5 WRI 050 Writing Level 5 MATH 050 Beginning Algebra II SST050 Introduction to Geography SCI050 Basic Fundamentals of Earth & Space ICS050 Basic Computing II	

ADULT HIGH SCHOOL PROGRAM

Adult High School

The program is designed to help students prepare for gainful employment and/or transition to experiences in postsecondary career and technical education. In 2011, RMI's unemployment rate was 58.9%.

The minimum requirement to gain employment with the Government of RMI and most private institutions is a high school diploma. Individuals who do not achieve a high school diploma have no documentation of proficiency in Language Arts, Mathematics, and other critical subject areas. Obtaining a high school diploma and achieving proficiency in Math and the English language are fundamental skills for individuals to compete for high-wage and high demand careers. This program will offer adults ages 17 and older the opportunity to earn credits towards their diploma while receiving education and training in preparation for the workplace and/or post-secondary education.

Eligibility

Students should be placed in either Level 3 of ABE or have a CASAS score of 236

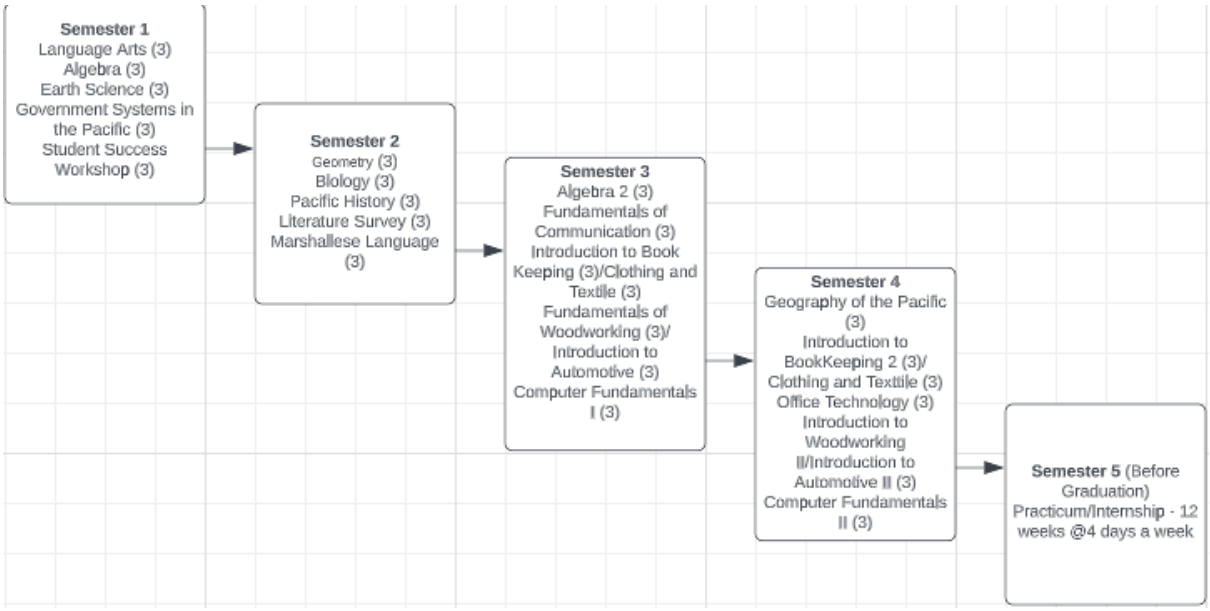
Benefits

The Adult High School program provides adult learners with a second chance to earn a recognized high school credential, opening doors to both higher education and employment opportunities. For those seeking to continue their studies, the program strengthens foundational skills in literacy, numeracy, and critical thinking, preparing them for success in college-level coursework and vocational training programs. It also bridges the gap to post-secondary education, ensuring they meet entry requirements for degree and certification programs. On the employment front, the

program equips learners with essential workplace skills, industry-recognized credentials, and career readiness training, increasing their employability and competitiveness in the job market. By integrating academic, technical, and soft skills, the Adult High School program ensures that learners are College and Career Ready, empowering them to achieve financial stability, career growth, and lifelong learning opportunities.

Courses Offered

Below are the course sequences:



Course Offerings

Accounting (ACC)

ACC 133 Basic Accounting (3 Credits)
Prerequisite: C or better in MATH 102 or Math 111
Provides an orientation in the field of accounting and basic accounting fundamentals and a preparatory course for Financial and Managerial Accounting. Course may not transfer.

ACC 250 Financial Accounting (3 Credits)
Prerequisite: C or better in ACC 133
Examines the theory and practice of accounting applicable to recording, summarizing, and reporting of business transactions for external uses. Topics include assets valuation, revenue and expense recognition, and appropriate accounting for various asset, liability, and capital accounts.

ACC 251 Managerial Accounting (3 Credits)
Prerequisite: C or better in ACC 133
Introduces students to accounting for corporations for evaluating financial performance, including cost accounting, budgeting, break-even analysis, ratio analysis, and sources and uses of cash.

Agriculture (AGR)

AGR 101 Introduction to Agriculture (4 Credits)
Prerequisite: ENG 090s or Placement in Credit English, MATH 090s or Placement in Credit Math
Introduces the basic agricultural technologies, concepts and practices that can be applied to the Marshall Islands environment. Shows how agricultural development in the Marshall Islands can help the Marshallese people improve nutrition, help reduce the trade deficit, and gain independence.

Agroforestry (AGF)

AGF 106 Agroforestry and Terrestrial Ecosystems (4 credits)
Prerequisite: ENG 90s or Placement in Credit English
Introduces fundamental concepts in agroforestry by identifying both global and national needs for agroforestry in the Marshall Islands' environment. Students will explore the application of various plant estimation procedures for improved soil health and assessment of physical, chemical and biological properties of soil parameters. It discusses the role of agroforestry for sustainability in the agriculture and biodiversity strategies for RMI under the Forest Action Plan 2020-2030.

AGF 107 Nutrient Dynamics in Agroforestry (4 credits)
Prerequisite: ENG 90s or Placement in Credit English
Explains the fundamental aspects of nutrient transformations and dynamics in agroforestry ecosystems. Discusses the nutritional requirements of, and nutrient uptake by agroforest trees. Students will learn how the presence of trees in agroforestry systems has modified the ecological process due to continuous addition of litter and decomposition activities and thus makes the system more efficient in terms of nutrient cycling and nutrient availability to the crops. Practical lab work

includes testing and analyzing soil samples for various nutrients and examining salt spray effects on the soil pH, soil moisture and plant growth.

AGF 108 Food Sovereignty: Traditional Crops for Healthy Lifestyles (3 credits)
Prerequisite: ENG 90s or Placement in Credit English
Takes an interdisciplinary approach to studying how sustainable agriculture has been practiced in the Marshall Islands and other Pacific communities, with particular emphasis on perspectives based on agroecology, human geography, sociology, economics, democracy, health and technology. Students are introduced to the economic, environmental, and social impacts of agriculture, and to the concept of indigenous food sovereignty as a specific policy approach to addressing the underlying issues impacting indigenous peoples and the ability of Marshallese people to respond to the need for healthy, culturally adapted indigenous foods that are grown, gathered, farmed and/or fished locally. Practical lab work required.

AGF 201 Silviculture Systems in Agroforestry Management (4 credits)
Prerequisite: C or better in AGF 106 and C or better in ENG 111
Introduces concepts and practices in silviculture systems, clear felling systems and modifications. Discusses the art and science of controlling the composition, structure, and dynamics of forests by employing various propagation techniques for trees and applying soil working, planting and tending techniques. Students will also learn the interventions applied to forests to maintain or enhance their utility for specific purposes of achieving Sustainable Development Goals in RMI Agriculture sector plan 2021-2031

AGF 202 Integrated Coastal Management and Social Forestry (4 credits)
Prerequisite: C or better in AGF 106 and C or better in ENG 111
Addresses the governance of human activities affecting the sustainable use of goods and services generated by coastal and marine ecosystems. Introduces the concept of watershed management and Integrated Coastal Management Concepts and Driving Forces. Identifies the best practices of coastal forest management, integrating with planning of human settlements, agriculture, local livelihoods and climate change mitigation/adaptation, including indigenous knowledge. Assesses Coastal issues using the RMI Coastal Management National Framework and describes the uses of energy plantations and roadside plantations to apply social forestry techniques for community needs.

AGF 203 Agro-Industry Products (4 credits)
Prerequisite: C or better in AGF 106 and C or better in ENG 111
Integrates trees or shrubs with crop and animal production systems to create
environmental, economic, and social benefits. Applies practical skills for production and marketing of Marshall Islands indigenous fruit trees and medicinal plants. Discusses the marketing and financial strategies to diversify agroforestry products and applies the knowledge of agroforestry based minor produces for Food security policy framework of RMI

AGF 204 Textiles & Plant-Based Cultural Arts (3 credits)
Prerequisite: None
Familiarizes students with the methods of cultivation, harvesting, and processing of plants and other materials used for the production of cultural arts in the Marshall Islands. The history, unique cultural value of textiles and other objects, and the present-day economic importance of cultural arts and handicrafts, will be examined. Students will be expected to complete one practical project involving a cultural art or an entrepreneurial activity related to fiber arts.

AGF 205 Climate, Food Security and Health (3 credits)
Prerequisite: ENG 90s or Placement in Credit English
Examines the relationships between human (anthropogenic) activities and climate change and its impacts and contribution to increasing sea surface temperatures, rainfall patterns, sea level rise, ocean acidification and changes in frequency and intensity of extreme events such as droughts, floods and tropical cyclones. Impacts of climate change on agriculture including pest outbreaks and introduction of invasive species, food security and population health including NCD will be discussed. Case studies on the current and forecasted changes in climate and impacts will also be discussed. Resilience and appropriate adaptation approaches will be explored.

AGF 206 Food Preservation and Safety (4 credits)
Prerequisite: C or better in AGF 108
Explains the fundamental concepts of food preservation and safety. The different methods, modern and traditional, for preserving foods, and applications to the local staple foods. The importance of knowing how to store and how long to preserve the condition of foods. Best practices of handling food to prevent food and waterborne illnesses in the community of the Marshall Islands. Improve the nutritional value of meals based on preserved food by including some fresh foods.

AGF 207 Aquaponics (4 credits)
Prerequisite: C or better in AGR 101 and C or better in ENG 111
Introduces the different types of aquaponics systems and their basic components and functions. Explains the importance of selecting adequate species according to the place, basic information about plant requirements and health, animal nutrition and growth, system maintenance, water quality, and plant and animal production. Practice on a simple aquaponics system setup and maintenance will be part of this course.

AGF 210 Agricultural Entrepreneurship (4 credits)
Prerequisite: Credit or better in BUS 101
Prepares students to identify and develop within themselves, the personal
characteristics of an entrepreneur that ensure the successful operation of a new venture. Presents students with information on marketing agroforestry produce and the concept of value-added. Examines a range of examples in agroforestry entrepreneurship that exists in agroforestry contexts similar to the Marshall Islands. Provides guidance on how to set up a small agroforestry business, microfinance, and the management skills necessary for a successful enterprise.

AGF 230 Agroforestry Internship III (6 credits)
Prerequisite: Completion of at least 3 semesters with a minimum of 20 credits of professional (AGF) courses OR Permission of Internship Advisor.
Engages students in professional experience of businesses and duties related to careers in agroforestry, agriculture or natural resources under the guidance of a workplace supervisor and the internship coordinator/adviser. The student will complete a work plan before beginning the internship and keep a daily journal of relevant training, activities and knowledge gained during the internship. At the end of the internship, the student will submit the journal, a synthesis report of the student's experience and the workplace supervisor's assessment of the student's performance. The student will also give a presentation of the professional experience gained.

AGF 231 Agroforestry Internship I (3 credits)
Prerequisite: Completion of at least 2 semesters with a minimum of 10 credits of professional (AGF) courses OR Permission of Internship Advisor.
Engages students in professional experience of businesses and duties related to careers in agroforestry, agriculture or natural resources under the guidance of a workplace supervisor and the internship coordinator/adviser. The student will complete a work plan before beginning the internship and keep a daily journal of relevant training, activities and knowledge gained during the internship. At the end of the internship, the student will submit the journal, a synthesis report of the student's experience and the workplace supervisor's assessment of the student's performance. The student will also give a presentation of the professional experience gained.

AGF 232 Agroforestry Internship II (3 credits)
Prerequisite: AGF 231 OR Permission of Internship Advisor.
Engages students in professional experience of businesses and duties related to careers in agroforestry, agriculture or natural resources under the guidance of a workplace supervisor and the internship coordinator/adviser. The student will complete a work plan before beginning the internship and keep a daily journal of relevant training, activities and knowledge gained during the internship. At the end of the internship, the student will submit the journal, a synthesis report of the student's experience and the workplace supervisor's assessment of the student's performance. The student will also give a presentation of the professional experience gained.

Allied Health (AH)

AH 101 Essential Public Health Functions and Primary Care (3 Credits)
Prerequisite: English 090s or Placement in Credit English
Explores the Essential Public Health Functions (EPHF) including the concept, principles, and components of Primary Health Care (PHC). Includes the fundamental roles of PHC in improving the health of people in the Pacific Island communities. Health disparity reduction is emphasized.

AH 103 Introduction to Information Systems for Health Managers (3 Credits)
Prerequisite: English 090's or Placement in Credit, and ICS 101
Introduces basic concepts of health information systems management for health managers. Emphasizes the importance of accurate, relevant, timely, and complete data collection, analysis, and reporting for effective decision making in health care.

AH 104 Health Promotion & Disease Prevention (3 Credits)
Prerequisite: ENG 80s or higher English placement
Introduction to health promotion and disease prevention practices. Discusses cultural, social, environmental, and economic issues and influences in disease process and prevention. Explores theories and best practices in health promotion and disease prevention.

AH 107 Community Health Education (3 Credits)
Prerequisite: English 090's or Placement in Credit English and ICS 101
Introduction to community health education techniques using practical skills in the area of oral communication, media writing, and the construction and utilization of audio-visual materials. Emphasis is given to the importance of using audience appropriate communication methods.

AH 114 Nutrition (3 Credits)
Prerequisite: C or better in ENG 111
Presents basic nutrition concepts and their application in planning nutritional meals for persons of various age groups. Consideration is given to physiological, economic, psychological, geographic, and cultural factors of food acceptance and availability. Special and therapeutic diets and their rationale are studied.

AH 120 Community Health Outreach Worker I (14 credits)
Prerequisite: Admission to the CC-CHOW program or permission of instructor
Introduces basic knowledge and skills required for all community health outreach workers; includes scientific principles, theory and fieldwork practicum that supports the community health worker role

AH 121 Community Health Outreach Worker II (10 credits)
Prerequisite: AH 120
Advanced knowledge and fieldwork skills of the community health outreach worker. Prevalence rates, determinants of health factors, prevention, community education, and management of health problems in the community settings are learned.

AH 220 Outer Atoll Health Assistant I (6 credits)
Prerequisite: AH 121
Basic knowledge and skills required for all health assistants on an Outer Atoll. Includes delivery of basic care across the lifespan, triage of health problems, health education, pharmacology, emergency first aid, and dispensary management. Hands on fieldwork practicum supports application of knowledge and skills.

AH 221 Outer Atoll Health Assistant II (6 credits)
Prerequisite: AH 220
Advanced outer atoll health assistant field practicum. Students will apply skills from previous courses in the certification and be prepared to work independently as outer atoll health assistants.

AH 230 Public Health Internship (3 Credits)
Prerequisite: C or better in ENG 111, ENG 105, ICS 101, AH 101 and AH 104
Provides the opportunity to integrate classroom learning and practice in a public health care setting and related work environment. Participants contribute to a community's resources and learn to address a public health issue while developing personal and professional confidence and skills.

American Sign Language (ASL)

ASL 101 American Sign Language I (4 Credits)
Prerequisite: ENG 90s, Placement into Credit English, or Permission of Instructor
Introduces American Sign Language through finger spelling and Deaf culture by immersion in the visual language in order to communicate with other signers. Includes the manual alphabet for letters and numbers, use of one and two-handed signs, classifiers for shape size and location through lessons for everyday vocabulary.

ASL 102 American Sign Language II (4 Credits)
Prerequisite: ASL 101
Finger spelling and Deaf culture through immersion in the visual language in order to communicate with other signers. Includes more advanced one and two-handed signs, advanced classifiers for shape size and location, ASL syntax and grammar through lessons for everyday vocabulary.

Anatomy & Physiology (ANAT)

ANAT 110 Anatomy and Physiology I (4 Credits)
Prerequisite: C or better in BIO 101
Introduces structure, function, and organization of the human body, specifically the cellular, tissues, integumentary, skeletal, muscular, and nervous system.

ANAT 210 Anatomy and Physiology II (4 Credits)
Prerequisites: C or better ANAT 110
Reviews cellular biology and levels of organization. Emphasizes structure and function of endocrine, digestive, respiratory, circulatory, urinary, lymphatic, and reproductive systems and human life cycle.

Anthropology (ANTH)

ANTH 111 Cultural Anthropology (3 Credits)
Prerequisite: ENG 090s or Placement in Credit English
General introduction to cultural anthropology. Cultural variation, cultural adaptation, and cultural construction will be covered. Special emphasis is given to cross-cultural comparison.

Art (ART)

ART 101 Introduction to Art
Prerequisite(s): ENG060 or Placement in higher level English
Introduces basic art techniques, terminology, art criticism, a variety of media and concepts of art through hands-on projects, art exploration, problem solving and evaluation. Practices the basic techniques of drawing, perspective, pen and ink, color theory, painting, watercolor, and value. Provides basic art information and techniques and encourages application of learning to develop individual artistic abilities.

ART 201 Art History
Prerequisite(s): ART 101
Introduces a survey of art history from the Paleolithic era to the Renaissance. Examines. analyzes and evaluates the major stylistic periods, time periods, movements, and trends in the visual arts. This course will acquaint students with the critical processes in how to achieve a well-balanced appreciation for art and its influence on cultural development.

ART 329 Performing Arts Expression
Prerequisite(s): Completion of AS or AA degree from the College of the Marshall Islands or Admittance to CMI BAEE Degree or Permission of Instructor
Presents critiques of the historical development of music, dance, and drama from various cultures. Students analyze classical, contemporary, and modern performances in context.

Automotive Service Technology (AUTO)

AUTO 101 Introduction to Automotive Services (3 credits)
Prerequisite: ENG 90s or Placement in Credit English and MATH 90s or Placement in Credit Math; or ACT National Career Readiness Certificate at the silver level or above
Introduces core principles in Automotive Service Technology, providing them with the foundational knowledge necessary for success in all additional Automotive Service Technology upper 100-level courses. Students will become familiar with basic concepts and practices related to automotive service, safety, customer service, and professionalism. Students will have the opportunity to visit worksites and observe professionals.

AUTO 140 Suspension and Steering (3 credits)
Prerequisite: AUTO 101
Covers wheel alignment and correction, wheels and tires, active and passive suspension systems, steering and steering assist, progressive steering systems, and replacement of worn or damaged parts.

AUTO 150 Brake Systems (3 credits)
Prerequisite: AUTO 101
Covers core principles in brake systems, providing the foundational knowledge necessary for more advanced study and experiential development of skills in diagnosing and making repairs to automobile brake systems.

AUTO 160 Electrical/Electronic Systems (3 credits)
Prerequisite: AUTO 101
Covers diagnosis, repair and replacement of components involved in vehicular
starting, charging, internal illumination, external illumination, instrumentation, horns, wiper systems, supplemental inflatable restraints (air bags) and accessories. Emphasis is given to interpretation and utilization of electrical diagrams.

AUTO 180 Engine Performance I (3 credits)
Prerequisite: AUTO 101
Covers core principles in systems related to the performance of an engine. Provides foundational knowledge necessary for more advanced study and experiential development of skills in diagnosing and making repairs to engine performance control systems.

AUTO 181 Engine Performance II (3 credits)
Prerequisite: AUTO 180
Continuation of Engine Performance I. Students will learn how to diagnose, adjust, and replace worn, damaged or inoperative components in the air induction, fuel delivery, electronic engine controls and emission control.

AUTO 240 Theory/Practicum: Suspension & Steering (2 credits)
Prerequisite: AUTO 140
Presents comprehensive theoretical information about suspension and steering. Students will have the opportunity to demonstrate their mastery of suspension and steering related knowledge through practical, experiential application.

AUTO 250 Theory/Practicum: Brakes (2 credits)
Prerequisite: AUTO 150
Presents comprehensive theoretical and conceptual information about brakes.
Students will have the opportunity to demonstrate their mastery of brakes-related knowledge and skills through practical, experiential application.

AUTO 260 Theory/Practicum: Electrical/Electronic (2 credits)
Prerequisite: AUTO 160
Presents comprehensive theoretical and conceptual information about
electrical/electronic systems. Students will have the opportunity to demonstrate their mastery of electrical/electronic-related knowledge and skills through practical, experiential application.

AUTO 280 Theory/Practicum: Engine Performance (3 credits)
Prerequisite: AUTO 181
Presents comprehensive theoretical and conceptual information about engine performance. Students will have the opportunity to demonstrate their mastery of engine performance- related knowledge and skills through practical, experiential application.

Biology (BIO)

BIO 101 Introduction to Biology (4 Credits)
Prerequisite(s): ENG 90s or Placement in Credit English, and MATH 90s or Placement in Credit Math
Introduces molecular biology, cellular biology, genetics, evolution, animal kingdoms and ecology.

Business (BUS)

BUS 101 Introduction of Business (3 Credits)
Prerequisite: C or better in ENG 105
Examines the role of business in a modern economy, its growth, structure, organization and relationship to the changing environment. Surveys types of business, production, marketing, management, accounting, financing, computerization, human resources and government requirements.

BUS 106 Business Mathematics (3 Credits)
Prerequisite: MATH 099
Practical mathematical applications with emphasis on solving business problems. Reviews fundamental processes including percentages, fractions, decimals, discounts, payroll, inventory, depreciation, cash and trade discounts, markups and markdowns, simple and compound interests, present value, annuities, stocks and bonds.

BUS 200 Accounting Clerkship Internship
Prerequisite: Permission of instructor
Provides students with supervised, real-world, practical field experience in performing a variety of duties from backroom calculations to front desk customer service, in both the public and private sector.

BUS 251 Entrepreneurship (6 credits)
Prerequisites: C or Better in BUS 101
Surveys the entrepreneurial environment, establishing business, decision-making processes, marketing assessments, financing, operations considerations, and governmental regulations.

Examines opportunities and problems of entrepreneurship. Provides the opportunity for students to understand and apply entrepreneurial concepts, and develop skills necessary for the success of a business. Includes the development of a business plan and business field work experience.

Chemistry (CHEM)

CHEM 101 Introduction to Chemistry (4 credits)
Prerequisites: ENG 90s or Placement in Credit English
Introduces students to a conceptual approach to fundamental principles of chemistry including chemical calculations, elementary atomic theory, and fundamental laws and theories of chemistry with emphasis on chemical substances and reactions.

College Experience (CMI)

CMI 101 First Year Seminar (3 Credits)
Prerequisite: None
Introduces concepts and techniques to students for successful transition to higher education through First Year Experiences. Assists students to be successful in their college studies and career choices using The Compass Advantage Method. Emphasis is placed on acquiring skills for success in college studies. CMI 101 is a three-credit course offered in two parts. The first half of the semester will introduce students to the Logistics of Learning using college resources. The second half of the semester will focus on introducing students to career choices and service learning where students learn to communicate by building networks, and learning other ethical and life skills such as time management, reporting and organizational and entrepreneurial skills that can help them confirm a career pathway. If a student is not successful with the first half of the semester then during the second half they will be required to attend extra hours to make up for what they missed during the first part.

CMI 290 Liberal Arts Capstone (3 Credits)
Prerequisite: Students must have completed 30 credits toward their Liberal Arts degree, completed or concurrently enrolled in ENG 220 and have an approved proposal.
Acts as a culminating experience for Liberal Arts majors who are in the year of graduation. Applies student research to a service learning and a writing/presentation component.

Construction Trades (CT)

CT 101 Introduction to Construction Trades (3 credits)
Prerequisite: ENG 90s or Placement in Credit English and MATH 90s or Placement in Credit Math; or ACT National Career Readiness Certificate at the silver level or above
Explores the construction industry and employment opportunities within the field. Explores the construction industry and employment opportunities within the field.

Students will learn basic construction safety, construction mathematics, hand tools, power tools, communication skills, teamwork, and critical thinking skills needed to succeed in the field of construction. Additionally, students will learn basic information for obtaining a career in each field which includes working conditions, general duties, and potential employment opportunities

CT 103 Introduction to Blueprints and Technical Sketches (3 credits)
Prerequisite: None
Introduces basic skills in reading and interpreting blueprint drawings and preparing technical sketches. Additionally, students will learn the basic principles, concepts, American National Standards Institute (ANSI) and International System of Units (SI) Metric drafting symbols and standards, terminology, and other related technical information contained in a mechanical or Computer-Aided Design

CT 104 Industrial Safety and First Aid (3 credits)
Prerequisite: None
Covers concepts and habits that improve safety and prevent accidents resulting in personal injury and damage to building facilities and equipment. Students will also gain the knowledge of occupational safety practices, purpose and enforcement of local and national safety requirements, risk analysis and assessment, and inspection procedures. They will develop basic first aid skills and perform adult cardiopulmonary resuscitation, including with a resuscitation mask.

CT 113 Technical Engineering Drawing (3 credits)
Prerequisite: CT 103
Develops use of drawing instruments and techniques of drafting management skills for mechanical, civil, and architectural drawings involving freehand sketches, lettering, orthographic views and pictorial drawings. Students will learn how to use drawing instruments for accurate measurements with detailed instructions.

CT 120 Introduction to Carpentry (3 credits)
Prerequisite: CT 101
Covers the use, care, safe operations and maintenance of hand and power tools. Topics include handling of supplies and materials, construction safety, and professional expectations.

CT 121 Rough Framing & Exterior Finishing (3 credits)
Prerequisite: CT 120
Covers basic structure construction, which includes footing and foundation, sill, floor, wall partition, roof framing, and door and window framing. This course prepares students for the National Occupational Competency Institute (NOCTI) certification exam.

CT 130 Masonry I (3 Credits)
Prerequisite: CT 101
Covers basic masonry materials, tools, mathematical concepts, and techniques such as the proper way to mix mortar by hand, and lay masonry units. Safe working habits will be emphasized throughout.

CT 131 Masonry II (3 credits)
Prerequisite: CT 130
Continuation of Masonry I. Focuses on residential plans and masonry, drawing interpretation, openings and reinforced masonry, metal work, advanced laying techniques, effects of climate on masonry, construction inspection, and quality control. Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 150 Oxyacetylene Welding and Cutting (3 credits)
Prerequisite: CT 101
Focuses on the identification, use, care, safe operations, maintenance, assembling and disassembling of welding equipment and tools. Upon completion of this course, students will be eligible to acquire online certification through the National Occupational Competency Testing Institute (NOCTI).

CT 151 Oxyacetylene Welding and Cutting II (3 credits)
Prerequisite: CT 150
Continuation of Oxyacetylene Welding and Cutting I. Students will learn about working with torch flame and perform in-depth cutting procedures utilizing stand-alone and portable oxy fuel cutting machines. Upon completion of this course, students will be eligible to acquire online certification through the National Occupational Competency Testing Institute (NOCTI).

CT 155 Shielded Metal Arc Welding I (3 credits)
Prerequisite: CT 101
Focuses on the skills and academic competencies needed for safe, professional and effective practices in basic shielded metal arc welding. This course covers basic shielded metal arc welding skills, including selection of metals and electrodes, as well as making beads, fillet welds and groove welds. Emphasis will be placed on core principles in shielded metal arc welding, including the use, care, safe operations and maintenance of welding tools; the use, care and safe handling of supplies and materials; and professionalism.

CT 156 Shielded Metal Arc Welding II (3 credits)
Prerequisite: CT 155
Continuation of Shielded Metal Arc Welding I. Students will learn gas metal arc welding (GMAW), gas tungsten arc welding (GTAW), flux cored arc welding (FCAW), and submerged and plasma arc welding skills. Upon completion of this course, students will be eligible to acquire online certification through the National Occupational Competency Testing Institute (NOCTI).

CT 160 Plumbing I (3 Credits)
Prerequisite: CT 101
Covers the use, safety, care, and maintenance of special tools and equipment for basic cold-water supply (pipes, fittings, valves, safety devices, appliances), and drainage systems (sewers, drains, vents, traps, test, and maintenance). Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 161 Plumbing II (3 credits)
Prerequisite: CT 160
Continuation of Plumbing I, with an emphasis on commercial plumbing. This course prepares students for advanced study and experiential development of skills in plumbing. Students will focus on cast-iron pipe fittings, carbon steel pipe and fittings, corrugated stainless steel tubing, fixtures and faucets, drain, waste and vent systems, and water distribution systems. Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 165 Uniform Plumbing Code (3 credits)
Prerequisite: CT 101
Develops students' knowledge of the Uniform Plumbing Code and applicable local standards or expectations. Students will use the Uniform Plumbing Code as an essential resource to determine specifications for the design, construction, and installation of various plumbing systems. Students will be eligible to acquire online certification through the National Occupational Competency.

CT 170 Electricity I
Prerequisite: CT 101
Covers core principles in electricity: electrical safety; circuits; theory; and the various electricity equipment including, but not limited to, device boxes and conduits. Students will read basic electrical construction drawings, understand residential electrical services, and test electrical equipment. Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 171 Electricity II 93 credits)
Prerequisite: CT 170
Continuation of Electricity I applying core principles in electricity. Students will read electrical blueprints essential for electrical wiring for commercial, industrial, and residential areas. Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 172 Electricity III (3 credits)
Prerequisite: CT 171
Continuation of Electricity II covering advanced principles in electricity. These principles include load calculations, conductor selection and calculations, and practical applications of lighting. Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 173 Electricity IV (3 credits)
Prerequisite: CT 172
Final of four courses in electricity. covering advanced principles in electricity. Students will learn advanced principles that include specialty transformers, advanced controls, motor operations and maintenance, medium-voltage terminations/splices, and fundamentals of crew leadership.

Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 180 Refrigeration and Air Conditioning I (4 credits)
Prerequisite: CT 101
First of three courses on air conditioning and refrigeration. Students will focus on air conditioning and refrigeration safety, blueprint reading, copper, ferrous metal, and plastic piping, soldering and brazing, basic electricity, and introduction to cooling. Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 181 Refrigeration and Air Conditioning II (4 credits)
Prerequisite: CT 180
Second of three courses on air conditioning and refrigeration. Students will focus on air distribution systems, vents, and maintenance skills and professional expectations for service technicians. Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 182 Refrigeration and Air Conditioning III (4 credits)
Prerequisite: CT 181
Final of three courses on air conditioning and refrigeration. Students will focus on compressors, alternating current, control circuit troubleshooting, metering devices, leak detection, evacuation, recovery and charging. Students will be eligible to acquire online certification through the National Occupational Competency Institute (NOCTI).

CT 296 Construction Trades Practicum (3 credits)
Prerequisite: Permission of Instructor
Provides students the opportunity to apply skills learned in their area of specialization to a real work environment under the supervision of a qualified manager. Through on-the- job experiences students will gain a greater vision of what it means to be employed in the construction industry. The classroom component will cover career planning and related skills. All specialization requirements should be completed prior to enrollment in this course.

Education (EDU)

EDU 101 Foundational Literacy for Elementary Classroom Teachers (3 credits)
Prerequisite: C or better in ENG 096 and ENG 099 or placement in Credit Level English
Prepares elementary classroom teachers to support their students in building a foundation for listening, speaking, reading, and writing in English by improving their own command of English. Compares and contrasts aspects of English and other languages.

EDU 109 Philosophical Foundations of Education (3 Credits)
Prerequisite: C or better in ENG 111
Introduces various philosophies of education at work in contemporary schooling. Examines conditions of knowing, teaching, and learning and their extension in everyday practices in and out of the classroom

EDU 111 Teaching Climate Change (4 Credits)
Prerequisite: C or better in ENG 111 and ENG 105
Pedagogically content-based course designed to instruct teachers and resource managers in the science behind climate change and methods to teach culturally- and locally-relevant general and climate science. The knowledge and tools will be geared to teaching climate change to 6th - 9th grade students and community members.

EDU 150 Mathematics for Elementary Teachers (3 Credits)
Prerequisite: ENG 80s and MATH 90s or Permission of the Instructor
Strengthens students' understanding of basic mathematics concepts, their properties and applications. Emphasis on problem solving and reasoning through hands-on activities. Intended for pre-service and in-service elementary school teachers. Students will participate in field experiences to observe and present mathematics activities. First of two-course series.

EDU 210 Introduction to Teaching (3 Credits)
Prerequisite: C or better in ENG 111 and ENG 105
Designed to provide students with basic information about the teaching profession and possible education career choices. Students will explore the history and development of education, teaching and learning theories, learning styles, teaching methods, and learners' needs. Develops beginning level competencies in basic instructions and classroom designs and management.

EDU 211 Classroom Methods and Strategies (3 Credits)
Prerequisite: C or better in ENG 111 and ENG 105
Examines the methods employed in teaching elementary school. It emphasizes the practical methods and skills needed by an effective elementary school teacher to facilitate student learning in all subject areas, and development of skills and practice in the use of a variety of teaching strategies.

EDU 241 Classroom Management (3 Credits)
Prerequisite: C or better in ENG 111
Designed to give students the basic knowledge and practice needed to plan, develop and implement classroom management tasks that encourage learning. Addresses decisions effective teachers must make including building a positive classroom learning environment, establishing classroom guidelines and classroom/school procedures and routines, and establishing effective communication with parents regarding student behaviors and academic progress.

EDU 250 Mathematics for Elementary Teacher II (3 Credits)
Prerequisite: C or better in EDU 150
Introduces set theory, number theory, real numbers, statistics, geometry, and measurements with emphasis on practical applications and use of varied strategies in problem solving. Students will

develop methods for teaching mathematics and apply these in the elementary classroom. Second of a two-course series.

EDU 251 Science for Teachers (4 Credits)
Prerequisite: ENG 111 and Education Majors Only
This content-based science course surveys topics in Biology and Environmental Science that are found in the RMI science curriculum. Through a hands-on approach, this class will help the prospective teacher acquire the necessary laboratory skills and knowledge of content matter to become a more effective classroom teacher. Topics will be presented through an inquiry-based teaching strategy and will model how to create student-centered, activity-based classrooms.

EDU 285 ESL Language Arts Methods (3 Credits)
Prerequisite: C or better in ENG 111
Designed to provide education students with ESL methods for teaching reading and writing and listening and speaking mid to upper elementary levels. Students will develop effective strategies to engage students in the reading/writing and listening/speaking experience.

EDU 296 Teaching Practicum (12 Credits)
Prerequisites: C or better in all required courses and acceptance into the Certificate of Completion in Teaching Program
Designed to provide pre-service and in-service teachers with an authentic teaching experience in a local classroom. The course includes a minimum of six hours field experience per day five days per week for 12 weeks in a public or private school, participation in a two-week workshop prior to placement in a school, two-weeks of post-practicum activities, and weekly meetings with a CMI faculty supervisor.

EDU 312 Foundations in Curriculum and Instruction (3 Credits)
Prerequisite: C or better in EDU 210, EDU 211, EDU 241, & ENG 211
Reviews current issues in education and curriculum development. Contributes to the development of the teacher candidate's professional knowledge, dispositions and skills. The Public School System (PSS) Curriculum will be examined.

EDU 313 Literacy and Literature I (3 Credits)
Prerequisite: C or better in EDU 210, EDU 211, EDU 241, & ENG 211
First of a two-semester course on language, literacy and literature. Emphasis is on assessing reading progress and supporting children's growth and development as readers in K-6 classrooms. Current theory and methods for providing a text-rich environment and quality children's literature in the curriculum will be examined.

EDU 314 Literacy and Literature II (3 Credits)
Prerequisite: C or better in EDU 313
Second of a two-semester course on language, literacy and literature. Continue to learn to plan, teach, assess, and reflect on language, literacy and literature skills with an emphasis on writing process and strategies across the K-6 curriculum. Develop teacher candidates as writers so that they may apply their experiences to engage elementary students in the writing process.

EDU 322 Elementary Social Studies (3 Credits)
Prerequisite: C or better in EDU 210, EDU 211, EDU 241, & ENG 211
Examines a variety of social studies teaching models, methods, materials, and evaluation. Emphasis on developing children's world knowledge, skills, self-concept, citizenship, inquiry/thinking, and values. Investigates the connected, complex and changing issues we face as global citizens while collaborating to find effective and appropriate ways to help elementary level students understand and cope with these issues.

EDU 323 Elementary Science (4 Credits)
Prerequisite: C or better in EDU 210, EDU 211, EDU 241, & ENG 211
Provides the knowledge, skills, and attitudes that will enable students to successfully provide elementary learners with the foundations necessary to become scientifically literate. Stresses strategies to guide elementary learners to be involved in a dynamic cycle of observing, exploring, testing and forming generalizations or conclusions.

EDU 324 Elementary Mathematics I (3 Credits)
Prerequisite: C or better in EDU 210, EDU 211, EDU 241, & ENG 211 C or better in 2 Credit Level Math courses
Provides students with knowledge of effective approaches to teaching whole numbers, geometry, and measurement. Includes teaching strategies to accommodate diverse learners. First of two courses in mathematics methods and content to prepare students as teachers of mathematics.

EDU 325 Elementary Mathematics II (3 Credits)
Prerequisite: C or better in EDU 324
Provides students with knowledge of effective approaches to teaching whole numbers, fractions, decimals, percentages, geometry, measurement, probability, and statistics. Includes strategies for supporting student learning through the use of manipulatives and teaching strategies to accommodate diverse learners. Second of two courses in mathematics methods to prepare students as teachers of mathematics.

EDU 341 Classroom Management II (3 Credits)
Prerequisite: C or better in EDU 312
Develops choices and skills that extend knowledge of the scope of classroom management. Students will examine a number of strategies and approaches to help elementary teachers and their students develop a learning community.

EDU 416 Teaching with Curriculum Materials (3 Credits)
Prerequisites: C or better in EDU 312
Equips teachers with strategies and materials for engaging elementary students in reading, writing, listening, and speaking integrated throughout the content areas. The RMI PSS curricula will be examined and enhanced through a comparison with a variety of professional sources.

EDU 427 Physical Education & Elementary School Art (4 Credits)
Prerequisite: C or better in ETH 300, EDU 323
Co-requisite: EDU 416
Consists of two components the first of which is Physical Education (PE). Focuses on the development and progress of an individual's participation in kinesthetic movements to enrich the quality of human life. Reflects on the distinctiveness of an individual and the importance of personal improvement in a range of physical activities. PE modules combine theoretical and practical work in authentic forums. Component two centers on the apparatus, supplies, and skills appropriate to assist elementary teachers to support the creative development of children through art.

EDU 444 Evaluation and Assessment in Education (3 Credits)
Prerequisite: C or better in EDU 312
Examines the principles, types, and shifting paradigms of evaluations and assessments used in education. Course also examines the roles that educational evaluations and assessments have in directing learning, feedback provisions to students, feedback strategies to augment delivery of instruction, and curriculum evaluation to ensure that standards are achieved. Course will also analyze some of the underlying philosophies of selected curricula models/frameworks.

EDU 496 Elementary Student Teaching (12 Credits)
Prerequisite: Completion of all BAEE courses with a C or Better
Co-requisite: EDU 497
Provides teacher candidates with full-time supervised elementary student teaching experience in an elementary school as knowledgeable, effective, ethical, and caring teachers. Students will gradually be expected to be responsible for all aspects of the classroom.

EDU 497 Elementary Seminar for Student Teaching (3 Credits)
Prerequisite: Completion of all BAEE courses with a C or Better
Co-requisite: EDU 496 Elementary Student Teaching
Relates current educational theories and practices with students' experiences in education coursework and application in the student-teaching experience. Contemporary ethical issues presented and analyzed.

EDU 443 Teaching Students with Exceptionalities in an Inclusive Classroom (3 Credits)
Prerequisites: C or better in SPED 360
Studies principles and practices of educating elementary students with disabilities in the Least Restrictive Environment (LRE) to ensure that they reach full potential while engaged in learning alongside students without disabilities.

English (ENG)

NOTE: ENG 086, ENG 089, ENG 096, ENG 099 are developmental courses and do not earn degree-level credits.

ENG 086 Intermediate Listening and Speaking (3 Credits)
Prerequisite: Placement into English Level 2
Develops intermediate level listening comprehension and speaking skills through a variety of task-based exercises designed to help students gain greater experience and confidence in listening to and speaking English.

ENG 087 Intermediate Reading and Writing (4 Credits)
Prerequisite: Placement into English Level 2
This course prepares students with an intermediate level of skills for academic
reading and writing. Emphasis is on building an intermediate level of academic and content vocabulary through reading and writing. Students will interpret relationships between words and ideas, improve reading comprehension, and write multi-paragraph pieces.

ENG 096 Introduction to Academic Listening and Speaking (3 Credits)
Prerequisite: ENG 80s or Placement in higher English level
Provides advanced instruction in oral and aural English skills designed to prepare students for college credit courses. Emphasizes listening comprehension, note taking skills, as well as oral proficiency at a reasonable level of complexity.

ENG 097 Introduction to Academic Reading and Writing (4 Credits)
Prerequisite: ENG 80s or Placement in higher English level
This course prepares students for credit-level academic reading and writing. Facilitates appropriate strategies for improving reading comprehension and critical reading skills for success in academic reading. Develops writing, grammar, and vocabulary skills needed for success in college courses. Emphasizes the development of organizational and rhetorical strategies students may use as they engage in academic essay writing.

ENG 105 Fundamentals of Speech (3 Credits)
Prerequisite: ENG 90s or Placement in Credit English
Develops concepts of oral communication, with practice in speaking for formal and informal occasions. Provides development of critical listening skills as well as objective evaluation of other's oral presentations.

ENG 111 English Composition I (4 Credits)
Prerequisite: ENG 90s or Placement in Credit English
Introduction to composition emphasizing the composition process and the application of basic rhetorical patterns and organizational strategies. Applies the concepts of purpose, audience, and tone in writing. Stresses unity, development, organization, coherence, and other basic skills necessary in college writing.

ENG 112 English Composition II (4 Credits)
Prerequisite: C or better in ENG 111 and 105
Continuation of English Composition I. Designed to develop critical thinking, reading, writing, and research skills beyond the level of English Composition I.

ENG 151 Pacific Literature (3 Credits)
Prerequisite: C or better in ENG 111 and 105
Explores how different Pacific cultures and histories produce various forms of Pacific literature including oral lore, short stories, novels, poems, and plays. Considers how questions of cultural identity, migration, and postcolonialism appear in regional texts.

ENG 201 Creative Writing (3 Credits)
Prerequisite: C or better in ENG 111
Introduces techniques/approaches to creating original prose and verse. Investigates conventions, devices, and techniques – both traditional and contemporary – in the actual writing of poems, essays, and stories. Develops students' critical sense of writing and the process of revision. Allows students the opportunity to publish.

ENG 210 Introduction to Literature (3 Credits)
Prerequisite: C or better in ENG 111
Introduces the conventions, styles, structures, and techniques of four major literary genres: poetry, the short story, the novel, and drama. Students read, analyze, and interpret modern and contemporary works from all four genres

ENG 211 Children's Literature (3 Credits)
Prerequisites: C or better in ENG 111 and ENG 105
Designed to provide students with a foundation in children's literature and literacy processes. Examines the historical background and development of works written for young people. Concepts and strategies will be highlighted to help cultivate children's love of reading appropriate literary works. A variety of genres will be explored, created, and taught through field experiences and classroom work.

ENG 220 Writing Research Papers (3 Credits)
Prerequisite: C or better in ENG 112
Masters skills needed in writing college-level research papers, methods of gathering and evaluating primary and secondary resource materials, and presenting research.

ENG 230 Critical Thinking in Film (3 Credits)
Prerequisite: C or better in ENG 111
This course introduces methods of viewing and analyzing film, emphasizing the ability to think, theorize and argue critically. It will focus on viewing, interpreting and communicating concepts about various aspects of film styles. While the course is an English and art-appreciation class it is also a course in which you will hone your critical thinking and written communication skills.

Ethics (ETH)

ETH 101 Ethics (3 Credits)
Prerequisite: ENG 090's or Placement in Credit English
Provides an overview of the many ethical challenges, regulations, and behaviors commonly encountered in various situations. Develops an understanding of personal and workplace integrity and procedures used in resolving ethical dilemmas.

ETH 300 Ethics and Organizational Governance (3 Credits)
Prerequisite: C or better in ENG 111
Promotes awareness of key concepts and theoretical models used to analyze personal, public, and organizational ethics in various contexts of governance. Attention is given to the design and application of culturally sensitive methodologies in decision-making processes and their fit with best practice within the purview of the law. Examines fundamental areas of ethical concern in organizations and the oversight practices using regulations. Explores various roles and responsibilities within formal and social dimensions of organizations.

Geography (GEO)

GEO 110 Introduction to Geography (3 Credits)
Prerequisite: ENG 090s or Placement in Credit English and MATH 90's or Placement in Credit Math
Introduces students to how the earth environment and humans are related within concepts of geography, including place, area, and space. Explores various cartographic and other methods for expressing the results of geographical analysis.

GEO 120 Introduction to Human Geography (3 Credits)
Prerequisite: C or Better in ENG 111 and MATH 96 or Placement in Credit Math
Introduces humanistic perspectives on the geographical patterns and processes of the Earth. Explores the relationship between humans and their circumstances on the Earth, and humans' responsibility to protect and preserve the Earth.

GEO 121 Pacific Geography (3 Credits)
Prerequisite: ENG 090s or Placement in Credit English and MATH 96 or Placement in Credit Math
Surveys the geographical development of the Pacific Islands using social, cultural, political, economic, and environmental features. Consider the geographical aspects of the environment and human population of the Pacific region, including culture, social issues, history, demographic features, weather and climate, natural history and features, the human-environment interaction, and sub-regional concerns. Students will discuss the historical context and the geographical discourse of the Pacific region.

Governmental Accounting (GA)

GA 100 Accounting Fundamentals
Prerequisite: At least one year of experience working in accounting, finance or budget related positions supported by a written endorsement from the supervisor of the prospective student or Permission of Instructor.
Discuss foundational accounting topics including the accounting cycle (with emphasis on journalizing of different financial transactions), accounting ledgers, the trial balance and the chart of accounts (COA).

GA 101 Governmental Accounting (3 credits)
Prerequisite: GA 100
Examine specialized governmental accounting topics following U.S. Generally Accepted Accounting Principles (GAAP) issued by the Governmental Accounting Standards Board (GASB).

GA 102 Funds Financial Statement
Prerequisite: GA 101
Discuss two funds financial statements required under US Generally Accepted Accounting Principles (US GAAP) for the general-purpose financial reporting of governments.

GA 103 Government-wide Financial Statements
Prerequisite: GA 102
Examine two government-wide financial statements required under US Generally Accepted Accounting Principles (US GAAP) for the general-purpose financial reporting of governments.

GA 104 Budgetary and Management Reporting
Prerequisite: GA 103
Examine governmental budgets, the budgetary comparison schedule required under the GASB reporting model including the Management's Discussion and Analysis (MD&A) for the general purpose of financial reporting of governments.

History (HIS)

HIS 132 History of the Marshall Islands (3 Credits)
Prerequisite: ENG 090s or Placement in Credit English
Explores the history of the Republic of the Marshall Islands before its written history up to the present day. Describes what life was like for indigenous Marshallese before foreign and cultural contact. Students will study the early arrival of the European explorers and whalers, evaluate the copra trade and its impact on the Islands, analyze the missionaries and the spread of Christianity, and examine the occupation of the Germans and the Japanese, World War II era and its aftermath, the Trust Territory Era coupled with the nuclear weapons testings of the Cold War, and finish with a solid understanding of the establishment and development of the Republic of the Marshall Islands

HIS 201 World History I (3 Credits)
Prerequisite: C or better in ENG 111 and ENG 105
Explores the history of the world from the first humans and civilizations to the European Renaissance and Reformation of the 16th century. Learn ancient, medieval, and renaissance history of both the West and the East by studying civilizations across time and space covering every continent; for each civilization encountered, topics explored will include political, economic, religious, technological, and cultural history, along with an understanding of the daily lives of the people who lived in their respective time periods.

HIS 202 World History II (3 Credits)
Prerequisite: C or better in ENG 111
Explores the history of the world from the Renaissance and Protestant Reformation down to our contemporary world. Learn about some of the most important figures, movements, and changes in politics, economics, society, thought, culture, and religion that have shaped the development of the modern world in both the West and the East.

Information Computer Studies (ICS)

ICS 101 Introduction to Microsoft Office 365 Office (3 Credits)
Prerequisite: ENG 90s or Placement in higher English level
Introduces the basic principles and techniques of data processing through hands-on experience with Microsoft 365 and Microsoft Office. Provides an introduction to computer applications focusing on a hands-on approach to Microsoft 365, and desktop Word, Excel, and PowerPoint.

ICS 104 Spreadsheets (3 Credits)
Prerequisite: C or better in ICS 101
Expands students' understanding of spreadsheet programs. Examines extensive uses of spreadsheets that are commonly used in today's business world. Provides a project-driven approach to creating spreadsheets to meet today's diverse business demands.

ICS 090
Essentials of Computing (4 Credits)
Prerequisite: ENG 80s and Math 80s, or Placement
Provides students with the fundamental concepts of Information Technology, the Internet, and the Worldwide Web, Software, Hardware, Communications & Networks, and issues regarding Privacy, Security and Ethics. This course will enable students to categorize both Software and Hardware and learn how they interact as major components of a Computer System; furthermore, create a professional document using data and information from different application software. This course prepares students for higher level ICT & Computing courses.

ICS100
Fundamental Concepts of Programming (4 Credits)
Prerequisite: ICS 090

Introduces fundamental concepts in programming, from binary conversions to variables and data types; and creates programs in C++ by using different control structures: sequential, selection (if-else) and iteration (loops). This course also covers the use of mathematical functions in C++, the order of precedence for arithmetic and logical operators, increment and decrement operators, and cast operators. Furthermore, the concept of encapsulation is also introduced by the use of modular functions.

ICS110

Introduction to Website Design & Development (4 Credits)

Prerequisite: ICS 090

Introduce the HTML, CSS and minimal basic JavaScript - the three core languages of web development. HTML tags/elements give a web page its structure, CSS provides the style, and JavaScript code is used to make the page(s) dynamic and interactive. All three are essential for a modern, responsive web site. Students will learn how to construct and style a simple website, and add dynamic and interactive behavior to their web pages. Students are also offered exercises and examples throughout the course to give practical hands-on experience with the techniques covered.

ICS111

Introduction to Computer Networks (4 Credits)

Prerequisite: ICS 090

Introduces the fundamentals of networking by covering the basic concepts and skills needed to set up and manage your small office or home office network. The learner is presented with an engaging and exploratory view of networks, the devices that comprise them, how they work, and basic troubleshooting tools and techniques. The goal of this course is to provide the learner with an engaging, exploratory view of networks, including the internet.

ICS130

Introduction to Information Systems (4 Credits)

Prerequisites: ICS 090

Introduces the fundamentals of information systems, its functions and the flow of information in an organizational structure. The learner is presented with an engaging and exploratory view of computerized information systems, the components that comprise them, how they work and interact as pertaining to different levels of management in an organization.

ICS140

Computer Systems: A practical approach (4 Credits)

Prerequisite: ICS 090

Provides 100% hands-on course to students with skills in assembling hardware components of a computer system and installations of different required software packages; even handling of peripherals and network devices. This course covers not just packaging and installments, but also troubleshooting hardware and software errors. The course also covers basic diagnosis, expansion and updates of hardware and software within a computer system.

Interdisciplinary Studies (IDS)

IDS 428 Personal and Social Health Skills (3 Credits)
Prerequisite: C or better in ENG 112
Emphasizes planning, training, assessment, and reflection on health issues. Develops interactive resources for personal and social responsibility for health. Analyzes the functions and relationships between bodily systems, nutrition, and exercise.

Japanese (JPN)

JPN 101 Japanese I (3 Credits)
Prerequisite: ENG 090s or Placement in Credit English
Introduces the principal elements of spoken Japanese. Develops vocabulary for devising simple sentences. Presents aspects of Japanese culture.

JPN 201 Japanese II (3 Credits)
Prerequisite: C or better in JPN 101
Enhances contemporary usage in expression of ideas, vocabulary development, and grammar. Emphasizes vocabulary enrichment and conversational fluency through intensive practice in context. Focuses on the connection of verbal and non-verbal language.

JPN 202 Japanese III (3 Credits)
Prerequisite: C or better in JPN 201
Enhances listening and speaking strategies and fosters an appreciation for Japanese culture in a variety of situations, including daily conversations. Emphasizes reading and writing of Japanese characters.

Management (MGT)

MGT 261 Principles of Management (3 credits)
Prerequisite: C Or better in BUS 101
Covers management theory and concepts providing practice tools for planning, organizing, controlling, coordinating and decision making within organizations.

Marketing (MKT)

MKT 241 Principles of Marketing (3 credits)
Prerequisite: C or better in BUS 101
Covers business activities concerned with planning, pricing, promoting and distributing goods and services. Provides an understanding of the role of marketing in the economy and the processes used to make business decisions

Marine Science (MSC)

MSC 113 PADI Open Water SCUBA (3 credits)
Prerequisite: Swim 200 yards, Float for 10 minutes
Teaches students PADI scuba diving techniques and issues relative to certification. Introduces first aid, safety and compressor techniques, tools for dive tank inspection and scuba diving equipment maintenance. Upon successful completion, students will receive PADI Open Water certificate.

MSC 203 PADI Advanced SCUBA and Scientific Diving (3 credits)
Prerequisite: PADI Open Water or Internationally Recognized Equivalent
This course prepares students to become PADI advanced scuba certified divers with scientific diving skills. They will experience five different types of diving and practice skills necessary for scientific dives. Upon successful completion, students will receive PADI certified Advanced Open Water certificate and will be a proficient scientific diver.

Marshallese Studies (MAR)

MAR 101 Marshallese I (3 Credits)
Prerequisite: Non- Marshallese Speakers and Permission of the Instructor
Introduction to the Marshallese language. Includes the basic phonetic system, Marshallese sentence structures, reading simple texts, listening, speaking, basic writing, and culture.

MAR 102 Marshallese II (3 Credits)
Prerequisite: C or better in MAR 101
Designed to enhance contemporary usage in expression of ideas, vocabulary development, and grammar. Emphasizes vocabulary enrichment and conversational fluency through practice in context beyond the level of Marshallese I.

MAR 120 Marshallese Orthography and Lexicon (3 Credits)
Prerequisite: Fluency in Marshallese
Introduces the Marshallese alphabet, dialects, including archaic words, correct spelling and pronunciation of words. Emphasizes the relationship between the spelling systems to the phonetic system using the approved Ministry of Education spelling system.

MAR 130 Marshallese Culture (3 Credits)
Prerequisite: Fluency in Marshallese
Designed to examine the Marshallese people, their unique way of life and their unique abilities to adapt to their environment through assimilation and accommodation. Examines the gradual changes that have affected elements of traditional culture, environment, government and people in the RMI.

MAR 140 Marshallese Government (3 Credits)
Prerequisite: ENG 90s or Placement in Credit English
A comprehensive search into the development of the Marshallese government, its constitution and Bill of Rights.

MAR 150 Marshallese Composition (3 credits)
Prerequisite: C or better in MAR 120
Introduces the foundations of mechanics and analytical skills in Marshallese Composition. Introduces the concept of writing purpose, audience and tone in writing. Emphasizes the composition process and the application of basic rhetorical patterns, grammar and organizational strategies in Marshallese.

MAR 160 Marshallese Public Speaking (3 credits)
Prerequisite: Fluency in Marshallese
Develops Marshallese concept of oral communication, with practice in speaking for formal and informal occasions. Provides development of critical listening skills to objectively evaluate oral presentations.

MAR 230 Marshallese Grammar (3 Credits)
Prerequisite: Fluency in Marshallese
Offers basic Marshallese grammar from a linguistic perspective. Explores and traces the origin of the Marshallese and their language. Emphasizes Marshallese grammar relevant to various uses of the language in the Marshallese Arts curriculum.

MAR 240 Marshallese Creative Writing (3 credits)
Prerequisite(s): C or better in MAR 150 and MAR 230
Introduces techniques/approaches to creating original prose and verse in Marshallese. Investigates conventions, devices, and techniques - both traditional and contemporary - in the writing of poems, essays, stories, and traditional Marshallese genres. Stresses creativity and development of students' critical sense of writing and the process of revision. Allows students the opportunity to create publishable Marshallese literature.

MAR 290 Marshallese Capstone (3 credits)
Prerequisite: Permission of Instructor
Acts as a culminating experience for the Marshallese Social Studies certificate. Applies student research to service learning and presentation components.

Maritime (MART)

NOTE: Courses numbered below 100 do not earn college credits.

MART 070 STCW Basic Safety Training
Prerequisite: Permission of Instructor
Provides maritime and fisheries industry workers of all levels of experience with mandatory basic safety training. Covers basic marine firefighting; first aid/CPR; personal safety and social responsibility; and personal survival. The course meets the requirements of the IMO Convention on Standards of Trainings, certification and Watchkeeping (STCW) for Seafarers and is also suitable for first responders such as municipal and airport firefighters, industrial workers, police officers and ambulance attendants.

MART 080 Basic Crewmember
Prerequisite: MART 070
Provides entry-level fisheries industry workers with basic skills needed to successfully function as a member of a deck crew on a purse seiner or long line fishing vessel. This course is being developed according to the recommendations included in the SPC "Purse Seine Crew Course"

MART 090 SPC Basic Fisheries Observer
Prerequisite: MIMRA/SPC Approval, MART 070, and MART 080
Designed to meet the minimum requirements set forth by the Secretariat of the Pacific community (SPC) for the training and certification of Fisheries Observers employed aboard purse seiners and long line vessels. Includes internationally recognized qualification under the International Maritime Organization (IMO) Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW). Also includes additional instruction in the use of electronic information gathering, professional ethics, navigation and seamanship to better prepare students for the challenges and responsibilities of working at sea as an Observer.

MART 101 Traditional Navigation and Seafaring (3 credits)
Prerequisite: None
Familiarizes students with traditional seafaring in the Pacific with focus on the sea, Marshall Islands, the Micronesian Region and the Pacific. Introduces the methods of navigation and cultural importance of canoes. The participation of women as "Ri-Meto" will also be discussed.

MART 102 Math for Mariners (6 credits)
Prerequisite: None
Designed to provide instruction in basic math skills necessary for employment on board seagoing vessels. Emphasizes practical application problems relating to shipboard work.

MART 103 English for Mariners (6 credits)
Prerequisite: None
Designed to provide instruction in the fundamentals of writing, reading, listening and speaking in English with emphasis on nautical terminology.

MART 110 STCW Basic Safety Training (4 credits)
Prerequisite: MART 102 and MART 103
Provides maritime and fisheries industry workers of all levels of work experience with mandatory basic safety training. Covers basic marine firefighting; first aid/CPR; personal safety and social responsibility; and personal survival. The course meets the requirement of the IMO Convention of Standard of Training, Certification and Watch-Keeping (STCW) for Seafarers and is also suitable for first responders such as municipal and airport firefighters, industrial workers, police officers and ambulance attendants. For non-credit STCW Basic Safety Training, see MART 070.

MART 120 Introduction to Seamanship (12 credits)
Prerequisite: MART 102 and MART 103
Introduces students to the requirements to contribute to a navigation watch. Students will carry out a range of deck duties safely and in accordance with accepted procedures and standards. Instructional time includes classroom and shipboard hours.

MART 121 Introduction to Bridge Watchkeeping (12 credits)
Continues development of students' abilities to contribute to a navigation watch. Students practice the duties of a rating on bridge and cargo watchkeeping duties. Students will be required to spend two months on board a training vessel.
Prerequisite: MART 120

MART 130 Introduction to Engine Room Watchkeeping (12 credits)
Prerequisite: MART 102 and MART 103
Introduces students to the requirements to contribute to a watch in a manned engine room or perform duties in a periodically unmanned engine room. Students practice relevant operational checks and assisting in the maintenance of marine diesel engines and associated auxiliary machinery in accordance with safety and statutory requirements. Instructional time includes classroom and shipboard hours.

MART 131 Introduction to Engine Room Maintenance (12 credits)
Prerequisite: MART 130
Continues development of students' abilities to contribute to a watch in a manned engine room or perform duties in a periodically unmanned engine room. The focus is on carrying out basic operations using hand tools and assisting in the maintenance of marine diesel engines and associated auxiliary machinery in accordance with established procedure and safety/statutory requirements. Students will be required to spend two months on board a training vessel.

Mathematics (MATH)

NOTE: MATH 089; MATH 088; MATH 098; MATH 099 do not earn degree-level credits.

MATH 089 Basic Mathematics (4 Credits)
Prerequisite: Placement
Provides a comprehensive study of foundational mathematical skills which should
provide a strong mathematical underpinning for further study. Topics include principles and applications of decimals, fractions, the number line, ratio, signed operations, properties of operations, order of operations, numerical factoring, perimeter, and area.

MATH 088 Introductory Algebra (4 Credits)
Prerequisite: Placement
Establishes a foundation in algebraic concepts with a focus on simplifying expressions, solving linear equations and inequalities, graphing linear equations in two variables, exponents, introduction to planar geometry, polynomial operations, factoring and solving quadratic equations by factoring

MATH 098 Intermediate Algebra (4 Credits)
Prerequisite: MATH 088 or Placement
Strengthens students' understanding of algebraic concepts and problem solving. Topics include systems of linear equations, rational expressions and equations, rational exponents and radicals, and quadratic equations.

MATH 099 Fundamentals of Mathematics (4 Credits)
Prerequisite: MATH 089 or Placement
Focuses on application of mathematical skills to solving problems that are relevant to Non-STEM students for Credit level Math that does not lead to College Algebra and Calculus. Topics include principles and applications of decimals, fractions, ratio, proportions, signed operations, properties of operations, order of operations, measurements, perimeter, area and volume of plane geometric figures, and introduction to Statistics and Probability.

MATH 102 Survey of Mathematics (3 Credits)
Prerequisite: MATH 090s or Placement
Introduces students to a broad variety of mathematical applications. Emphasis on topics that are applicable to students' lives. Develops students' understanding of topics such as problem solving, geometry and measurement, personal finance, counting techniques, probability and statistics.

MATH 111 College Algebra (4 Credits)
Prerequisite: MATH 90s or Placement
Builds on the fundamentals of Algebra developed in basic and intermediate algebra courses. This course is to extend the student's knowledge and skills in Algebra through practical applications related to real world situations.

MATH 121 College Trigonometry (4 Credits)
Prerequisite: MATH 111
Provides foundational knowledge necessary for the study of calculus and essential skills for STEM pathways. Emphasis is placed on trigonometric functions and its graphs, identities and proofs, polar coordinates, and introduction to vectors.

MATH 160 Elementary Statistics (4 Credits*)*
Prerequisites: ENG 90s or Placement in Credit English and MATH 90s or Placement in Credit Math
Provides conceptual understanding of descriptive and inferential statistics. Emphasis is placed on data collection and presentation, sampling, probability, hypothesis testing and confidence intervals, linear regression and correlation, analysis of variance, and critique of articles with statistical results.

MATH 201 Calculus 1 (4 credits)
Prerequisites: C or better in MATH 121 or Permission of Instructor
Provides a standard introduction to differential and integral calculus. Emphasis is placed on limits and continuity, derivatives and its applications, integrals and the Fundamental Theorem of Calculus.

Microbiology (MICRO)

MICR 101 Introduction to Microbiology (4 Credits)
Prerequisite: C or better in BIO 101
Involves the study of the structure, growth patterns, classification, metabolism, and genetics of prokaryotic microorganisms, viruses and several types of eukaryotic species. Methods of control, elimination, and reduction in pathogenic or potentially pathogenic organisms will be emphasized. Infectious diseases will also be studied.

Nursing (NURS)

NURS 110 Fundamentals of Nursing (4 Credits)
Prerequisites: SCI 110 and SCI 230 or concurrent with department approval
Provides an orientation to the profession of nursing and to the conceptual framework of nursing practice and skills. Nursing skills practice is provided by demonstration and return demonstration and simulation in the nursing labs.

NURS 113 Pharmacology (3 Credits)
Prerequisite: Math 90s or Placement in Credit, Math, SCI 210, SCI 230
Introduction to pharmacological agents, their sources, actions, uses, side effects, and metabolism within the body. Reviews system of measurement and dosage calculation. Includes nursing actions relative to safe drug administration and control.

NURS 120 Pathophysiology (3 credits)
Prerequisite: ANAT 120
Provides a study of human diseases and the mechanisms that govern disease processes. Alterations in body functions and the signs and symptoms of common diseases will be tracked to their physiological bases. Consideration will be given to utilization of pathophysiological principles in making clinical nursing decisions. NURS 122 Nursing of Adults I (5 Credits)

Prerequisite: NURS 110 or concurrent with department approval
Focuses on illness in young and middle-aged adults. Includes normal and pathological functions of all body systems and structures, focusing on the acute, non-critical condition. Includes classroom instruction and clinical practicum.

NURS 204 Communicable Diseases (3 Credits)
Prerequisite: C or better in NURS 122
Examines communicable diseases in depth. Explores the theories and best practices in disease prevention. Discussion of issues and influences of the health care system in disease process and prevention.

NURS 222 Nursing of Adults II (5 Credits)
Prerequisite: C or better in NURS 122
Examines the care of adults, primarily the elderly, the critically ill, and those with compromised self-care ability. Focus is given to the changes of aging and diseases and the management of persons experiencing loss of one or more bodily functions. Key components of rehabilitation nursing are utilized.

NURS 235 Family Health (5 Credits)
Prerequisite: NURS 110
Focus on family centered care of the pregnant woman from conception to delivery and the care of the child from neonate to adolescent. Includes the care of the high-risk mothers, infants and children with emphasis on the Micronesian culture. Reviews growth and developmental theories as a basis for care during health and illness.

NURS 245 Family Health
Prerequisite: C or better in NUR 235
Reinforces family-centered care of the pregnant woman from conception to delivery and the care of the child from neonate to adolescent in the acute and community health care setting. Emphasizes primary prevention and culturally relevant interventions. Apply growth and developmental theories as a basis for care during health and illness.

NURS 256 Community and Mental Health Nursing (5 Credits)
Prerequisite: NURS 122
Examines nursing care directed toward clients of all ages in a wide variety of settings. Includes health education, maintenance, restoration, coordination, management, and evaluation of care of individuals, families, and aggregates, including communities. Explores the theories of personality, human interaction and communication, normal and abnormal psychosocial adaptation, and the care and treatment of persons with maladaptive psychosocial behavior.

NURS 260 Senior Nursing Seminar (3 Credits)
Prerequisite: NURS 122
Discusses specific nursing care and issues in greater depth. Integrates the nursing process in case study reviews focusing on the disease process. Introduces the nursing management process, trends, and issues in nursing.

Pacific Issues (PI)

PI 122 Issues in Pacific Studies (3 Credits)
Prerequisite: ENG 90s or Placement in Credit English
Provides a comparative study of newly independent Pacific nations facing the challenges of socio-economic and political development and of globalization. It describes contemporary challenges in Pacific Island(s) settings in the post-colonial age. It will highlight challenges of political and economic independence as well as confront contemporary issues pertinent to the Pacific region and its unique circumstances. This course will concentrate mainly on the Oceanic region, which includes the subregions of Micronesia, Melanesia, and Polynesia.

PI 260 Nuclear Tests in the Pacific
Prerequisite: C or better in ENG 111
Designed to examine the history of nuclear weapons testing in the Pacific region, and to consider the consequences of testing on local people and their environment. Compares Japanese, British Testing and French Polynesian case studies to the events in the Marshall Islands.

Philosophy (PHIL)

PHIL 101 Introduction to Philosophy (3 Credits)
Prerequisite: C or better in ENG 111
Examine the world through five philosophical questions. Explore metaphysical questions such as: What is reality? Explore epistemological questions such as: Can we know anything for certain? Explore ethical questions such as: What makes something right or wrong? Explore political questions such as: What is a government's responsibility to its people? End the course by exploring existential questions such as: What is the meaning of life, and how should we live?

POL101 Introduction to Political Science
ENG 90s or placement into Credit English
Course Description: Introduces basic terminology, typologies, and development of Western political thought, as well as the contributions of various political and non-political groups to the structures and practices of the contemporary state.

Psychology (PSY)

PSY 101 Introduction to Psychology (3 Credits)
Prerequisite: ENG 90s or Placement in Credit English
Surveys the fundamentals of Psychology including modern theories, research and relevant topics.

PSY 201 Human Growth and Development (3 Credits)
Prerequisite: C or better in PSY 101
Surveys human growth and development with emphasis on the prenatal period through the school years. Emphasizes the physical, cognitive, emotional, and moral issues related to each developmental stage.

Religion (REL)

REL 198 Religions of the World (3 Credits)
Prerequisite: ENG 90s or Placement in Credit English
A comparative study of contemporary Buddhism, Christianity, Hinduism, Islam and Judaism, with brief examinations of other religions or religious movements. The role of religion in human culture will be emphasized.

Science (SCI)

SCI 111 Environmental Science (4 Credits)
Prerequisite (s): C or better in ENG 111 and ENG 105 Math 90s or Placement in Credit Math
Introduces students to the concept of ecosystems and their main functions. Exposes students to the importance of biodiversity, ecosystem function, and sustainability. Presents environmental problems including their causes, effects and possible solutions.

SCI 112 Climate Change (4 credits)
Prerequisite: C or better in ENG 111 and ENG 105, Math 90's or Placement in Credit Math
Course Description: Designed to provide students and community members with a scientific knowledge of climate systems and climate change within a Pacific Islands context in preparation for knowledge dissemination in the classroom and community situations. The course is also designed to build an understanding of why mitigation and adaptation are needed to face present and future challenges. Create advocacy materials or climate literacy modules to communicate local solutions to the general public.

SCI 135 Introduction to Marine Biology (4 Credits)
Prerequisite: C or better in ENG 111 and ENG105, MATH 90s or Placement in Credit Math
Introduces students to the field of marine biology in a broad sense, including geological, physical, chemical, and biological aspects, with an emphasis on the ecology of the marine environment. Describes the marine environment and the factors that regulate its function. Builds an understanding of human interactions with the marine environment. Utilizes knowledge of marine ecosystems for the development of strategies of marine conservation.

SCI 225 Principles of Aquaculture (4 Credits)
Prerequisite: SCI 135
Introduction to the world of aquaculture with an emphasis on marine species particularly those species in the Pacific that have traditional or commercial value. Emphasizes seaweed, corals, giant clams and pearl oysters. Shows different production systems used in aquaculture and introduces marketing, economics and the production process.

SCI 235 Tropical Marine Ecosystems (4 Credits)
Prerequisite: C or better in SCI 111 or SCI 135
Introduces students to marine ecosystems of the tropical Pacific, including mangroves and seagrass beds, with a focus on coral reefs. Identifies the major species of tropical marine ecosystems and their roles within the systems. Describes human impacts on tropical marine ecosystems and conservation strategies for the sustainable management of marine resources.

SCI 240 Introduction to Physics (4 Credits)
Prerequisite: MATH 90s or Placement in Credit Math
Presents the fundamentals of conceptual physics covering measurements, force, motion, energy, matter, heat, thermodynamics and electricity.

SCI 245 Integrated Coastal Management (4 Credits)
Prerequisite: SCI 135
Introduces coastal resource management. Includes both living and non-living resources and investigates integrated management in the context of sustainability.

SCI 281-5 Internships in Marine Science (1-5 Credits)
Prerequisites: Three courses in Marine Science, 2.0 GPA and Permission of Internship Advisor
Provides students with hands-on experience working with businesses or government agencies involved in some aspect of marine science. Includes weekly discussions with the internship advisor, maintaining a journal of work experience and a final report analyzing the project.

Social Science (SOC)

SOC 130 Introduction to Sociology (3 Credits)
Prerequisite: English 90's or placement into Credit English
Introduces basic theories of, concepts of and contributions to the modern field of sociology. Utilizes these concepts to show how culture relates to the world as a whole and the individual citizen.

SOC 140 Contemporary Social Issues in Micronesia (3 Credits)
Prerequisite: English 90's or placement into Credit English
Explores and analyzes critical social problems and other issues related to cultural values and changes in Micronesia.

Spanish (SPN)

SPN 101 Spanish I (3 Credits)
Prerequisite: ENG 090s or Placement into Credit English
Introduces basic grammar structures of Spanish to build sentences and a basic working vocabulary and conversation skills.

Special Education (SPED)

SPED 260 Introduction to Special Education (3 credits)
Prerequisite: C or better in ENG 111
Examines the concept of the least restrictive environment for special education students in the elementary school. Introduces disabilities prevalent in Micronesia and the practical methods of instruction and skills needed to provide for students with special needs and learning differences. Promotes the purpose of improving self-determination prospects of students with disabilities.

SPED 261 Issues in Exceptionalities (3 Credits)
Prerequisite: C or better in SPED 260
Examines issues of exceptionality for special education students. in elementary school settings. Reviews legislation and theory relevant to exceptional classrooms and disabilities prevalent in Micronesia. Explores practical methods of instruction and skills needed to provide gifted students and students with special needs. Promotes self-determination prospects for exceptional students. Studies a teacher's role in a holistic learning experience.

SPED 262 Essential Areas of Reading Instruction
Prerequisite: C or better in SPED 261
Provides pre-service teachers, teachers, and administrators with a comprehensive understanding of how to provide explicit and systematic evidence-based reading instruction to students with diverse learning needs. Through this course, participants will learn best practices for teaching the five essential areas of reading instruction: phonemic awareness, phonics and decoding, reading fluency, vocabulary development, and reading comprehension. Participants will also learn how to administer and score standardized benchmark reading assessments and informal diagnostic

assessments, and they will learn how to use assessment data to identify student needs, establish reading goals, monitor student progress, and support instructional decision making. Participants will use a Course Organizer and Unit Organizers to support their learning in this course. The purpose of the Course Organizer is to give a big picture of the course content, structure, learning rituals, and performance options.

SPED 263 Individual Education Plan
Prerequisite: C or better in SPED 262
Explores the fundamental concepts, legal requirements, and best practices associated with IEPs. They will delve into the collaborative process involved in developing IEPs, including identifying student needs, setting goals, and selecting appropriate accommodations and modifications. Participants will also learn about the importance of data-driven decision-making and progress monitoring in the context of IEPs.

SPED 298 Teaching Practicum
Prerequisite:: Completion of SPED 260, SPED 261, SPED 262, SPED 263
Designed to provide pre-service and in-service Special Education Teachers with an authentic teaching experience in a local classroom. The course includes a minimum of six hours field experience per day four days a week for 12 weeks in a public or private school, participation in a two-week workshop prior to placement in a school, two-week post-practicum activities, weekly seminars and meeting with a CMI faculty supervisor

Vocational Carpentry (VCARP)

VCARP 050 English for Specific Purposes Vocational Education 1 (1.5 Credits)
Prerequisite: Placement testing into vocational education
Provides basic conversational, reading, and writing skills for students seeking vocational employment.

VCARP 051 English for Specific Purposes Vocational Education 11 (3 Credits)
Prerequisite: Placement testing into vocational education or VCARP 050
Provides beginning high conversational, reading, and writing skills for students seeking vocational employment.

VCARP 060 Math for Construction 1 (1.5 Credits)
Covers all mathematics and mathematical manipulations required for a construction worker to successfully complete his assigned activities. Teaches students to read and utilize proper measurement tools and to manipulate and interpret the readings, as well as to employ algebra and geometry needed to transfer written or verbal instructions into a finished project.

VCARP 061 Math for Construction 11 (3 Credits)
Prerequisite: VCARP 060
Enables students to apply the mathematical knowledge and skills they have learned in Math for Construction 1 to construction applications.

VCARP 101 Introduction to Construction (3 Credits)
Covers common construction materials, products, and systems as well as construction efficiency and safety in the delivery, handling, and installation of building materials.

VCARP 102 Construction Safety: Tools & Equipment (3 Credits)
Designed to give students knowledge of how to safely use hand and power tools to perform construction work. Emphasis is on skills needed to effectively perform layout, measurements, cutting, fastening, and finishing operations. Maintenance of tools and equipment will be addressed.

VCARP 103 Blueprint Reading for Construction (3 Credits)
Designed to help students gain skills in blueprint reading. Covers the importance and use of blueprint reading in construction. Use measuring tools, mathematics, lines, sketching, pictorial drawings, orthographic projection drawings, dimensioning techniques, construction materials, specifications, reading plans, and interpretation are also included.

VCARP 104 Footing and Foundation (3 Credits)
Provides students with a working knowledge of different types of footing and foundation construction. Includes site preparation and layout of structures, use of builder's levels, and erection of batter boards. Covers materials, planning, reinforcement, and construction of footing and foundation.

VCARP 105 Interior Finishing & Cabinet Making (3 Credits)
Prerequisites: VCARP 101 and VCARP 102
Covers principles and methods of interior carpentry construction. Includes installation of interior trim, doors, stairs, tiling, woodworking techniques, and cabinetry.

VCARP 201 Roof Framing & Exterior Finishing (3 Credits)
Prerequisites: VCARP 101 and VCARP 102
Covers types of roofs, parts of roof systems, layout terms, rafter sizing and layout, and use of framing square. Roof framing principles and applications, gable hip and intersecting roof designs will be emphasized. Also includes selection and installation of sidings and roof materials, windows, exterior door, cornice work, and other exterior applications.

VCARP 202 Floor, Wall, and Ceiling Framing (3 Credits)
Prerequisites: VCARP 101 and VCARP 102
Familiarizes students about floor framing, wall parts, wall construction, and installation of ceiling joists. Students will gain knowledge and skills through construction of a full-scale house.
VCARP 210 Carpentry Internship (10 Credits)
Prerequisite: Permission of Advisor
Provides practical training in construction work. With the assistance of an instructor and/or Coordinator, the student is assigned to work under a Supervisor in a governmental department or a private business in order to learn through actual work experience

Adult Basic Education (ABE)

Note: Courses do not earn college credits.

REA 010 Reading Level 1
Prerequisite: ABE Placement Test (0-59%)
Introduces students to functional texts that provide information such as memos, forms, workplace documents, instructions, websites, graphic documents and reference texts. The course will enable students to preview and predict the information in the texts.

REA 020 Reading Level 2
Prerequisite: ABE Placement Test (60-69% or REA010)
Provides students with knowledge of the features of textbooks, newspaper and magazine articles and other technical texts.

REA 030 Reading Level 3
Prerequisite: ABE Placement Test (70-79% or REA020)
Provide students with knowledge on the different languages used in advertisements, editorials, blogs and reviews which are designed to change an opinion about an issue. Students will also be provided hands-on practice in developing its own class newspaper and magazine.

REA 040 Reading Level 4
Prerequisite: ABE Placement Test (80-89% or REA030)
Provide students with knowledge on the different languages used in advertisements, editorials, blogs and reviews which are designed to change an opinion about an issue. Students will also be provided hands-on practice in developing its own class newspaper and magazine.

REA 050 Reading Level 5
Prerequisite: ABE Placement Test (90-100% or REA040)
Introduce students to elements of fictional texts – the plot, setting, characters, point of view, literal and figurative language, theme and text structure.

WRI010 Writing Level 1
Prerequisite: ABE Placement Test (0-59%)
Provides students with the basic knowledge of the fundamentals of a sentence and the different types of verbs and subject verb agreement.

WRI020 Writing Level 2
Prerequisite: ABE Placement Test (60-69% or WRI 010)
Demonstrates command of the conventions in Standard English grammar and usage when writing and speaking

WRI 030 Writing Level 3
Prerequisite: ABE Placement Test (70-79% or WRI020)

Prepares students to combine ideas in sentences and learn about writing effective sentences and choosing the appropriate style and diction. Students will be taught the basics of paragraph structure including how to write effective topic sentences. It will also engage students in learning about tone, diction, order of importance, time order, cause and effect order, and comparison and contrast order.

WRI040 Writing Level 4
Prerequisite: ABE Placement Test (80-89% or WRI030)
Provides students with the skills of pre-writing, writing, revising, and editing essays.

WRI050 Writing Level 5
Prerequisite: ABE Placement Test (90-100% or WRI 040)
Prepares students to synthesize information from a range of sources and produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

MATH010 Basic Mathematics
Prerequisite: ABE Placement Test (0-59%)
Prepares students with the basic skills of number sense and operations with whole numbers, integers, fractions and decimals

MATH 020 Pre-Algebra I
Prerequisite: ABE Placement Test (60-69% or MATH 010)
Builds students' knowledge and skills in Pre-Algebra through practical applications involving ratio, proportion and percent, measurements, and basic concepts of geometry.

MATH 030 Pre-Algebra II
Prerequisite: ABE Placement Test (70-79% or MATH 020)
Helps students build basic concepts and skills in probability and statistics through real life problems.

MATH 040 Beginning Algebra I
Prerequisite: ABE Placement Test (80-89% or MATH 030)
Establishes a foundation in elementary algebra. Topics include real numbers, algebraic expressions and linear equations and inequalities in one variable.

MATH 050 Beginning Algebra II
Prerequisite: ABE Placement Test (90-100% or MATH 040)
Reinforces understanding of basic algebraic properties and problem-solving skills. It covers the topics on graphing linear equation equations in two variables, linear equations in two variables, polynomial operations and factoring polynomials.

SST030 US History & Civics
Prerequisite: ABE Placement Test (70-79%)
Introduces students to United States History and Civics that demonstrates how the US Government is structured and the political events that took place from the 1930s.

SST040 World History & Political Systems
Prerequisite: ABE Placement Test (80-89% or SST030)
Introduces students to Global Connections with World History and Political Systems and Economics in the US.

SST050 Introduction to Geography
Prerequisite: ABE Placement Test (90-100% or SST040)
Introduces students to geographical features and how humans interact on Earth.

SCI 030 Human Body and the Ecosystems
Prerequisite: ABE Placement Test (70-79%)
Introduces the human body systems and health, life functions and energy intake, ecosystems and foundations of life.

SCI040 Basic Fundamentals of Physics and Chemistry
Prerequisite: ABE Placement Test (80-89% or SCI030)
Introduces the fundamentals of physics and chemistry that includes evolution, energy, work, motion and forces and chemical properties.

SCI 050 Basic Fundamentals of Earth & Space
Prerequisite: ABE Placement Test (90-100% or SCI040)
Introduces students to fundamentals of earth and space science that provides an overview of geology, oceanography and meteorology

ICS 040 Basic Computing I
Prerequisite: ABE Placement Test (80-89%)
Provides students with an introduction to basic computer vocabulary and use. Offers lessons in keyboarding skills, file management, electronic communications and the use of virtual learning classrooms. Emphasis is on using basic computing resources to support learning in other courses.

ICS 050 Basic Computing II
Prerequisite: ABE Placement Test (80-89% or ISC040)
Provides an introduction to basic data processing, operating systems, and use of internet-based resources. A hands-on approach to using basic computer application, word processing and electronic presentation to support learning across classes is included.

Board of Regents

Meitaka Kendall-Lekka .....Board Chair
Thomas Kijiner Jr.....Vice Chair
Julius Lucky….....Regent
Kino Kabua.....Regent
Timothy Owens ..……..Regent
Katt Chong Gum …….....Regent
Dr. Yukiko Muller ……..……...Regent
Jelton Anjain…….....Regent
Roanna Zackhras ……..….Regent
Morean S. Watak ..……..…..…..…….....Regent
Vacant…….....Student Regent
Dr. David A. Newnham…..…….....CMI President

Administration

Under the supervision and direction of the President, the Vice Presidents, Deans, and Directors are responsible for administering educational policy, managing the programs, and maintaining proper function of the College of the Marshall Islands.

Office of the President

President……....……David A. Newnham, Ph.D.
Vice President, Administrative and Business Affairs…….……..…..Stevenson Kotton, B.A.
Vice President, Academic and Student Affairs……..……..……..Elizabeth Switaj, Ph.D.
Vice President, Land Grant……...……..Adedayo Ogunmokun, Ph.D.

Communications Office

Community Liaison, Protocol & Logistics Officer……..Emil deBrum
Public Information Officer…….……..……...Jeremy Myazoe, B.A.
Translator……..…….Sallyann Alik, A.A.

Internal Auditor's Office

Internal Auditor……...Vacant
Assistant Internal Auditor…….David Attok Nashion, B.A.

Grants Office

Grant Coordinator……..…….……...Hatty Kabua, ABA
Assistant Grant Coordinator……..…….…..Anaseini Talei, A.A.
Assistant Grant Coordinator……..……...…..RoseAnn Muller

Deans and Directors

Dean of Academic Affairs……..…Edward Alfonso, MA.Ed. MATH
Dean, Workforce, Adult and Vocational Education Services…….Rigieta Lord, MTeach
Dean of Student Success…….……..….. Meyar Laukon, M.A.
Dean of Libraries……..…….Lisa Jeraan, A.A.
Director of Institutional Research & Assessment…….....Rosalie Bojos, Ph.D
Director, Youth Corps ……..……Joy H.E. Obet, A.A.
Director, Arrak Campus…...…….....Ruthy Maun, A.A.
Director, Upward Bound……..……...…..Pam Kaious, M.Ed.
Associate Dean Instructional Quality and Innovation ……..…….Vacant
Associate Dean of Learning Support……..…….….....Jemimah L. Razalan, M.A.
Associate Dean of Student Equity and Engagement…….....……Alexandria Johnny, A.A.
Associate Dean of Workforce Development and Career Opportunities...…….John Zedkaia, M.A.
Director of Enrollment/Registrar……..……...……...Monica Gordon, B.A.
Director, Counseling & TRACC……...……Oyinade Ogunmokun, M.A.
Director, Financial Aid Office……....Suemina Bohanny, A.A.
Interim Director, FABS…..……..… Valyn Chong Gum
Director of Procurement…….……. Melliser Simoun, A.A.
Director of Auxiliary and Commercial Services…..……Camilla Betwell, A.S.
Manager, Bookstore and Auxiliary Services ….……..……..….Charlynn Alfred, A.S.
Director, Information Technology……...…….……Bonifacio Sanchez, B.Sc.
Director, Nuclear Institute…… Kenneth Kedi, B.Sc.
Director, Human Resources……...…..Kayo Yamaguchi-Kotton, B.A.
Director of Physical Plant……...Emil Debrum, B.A

Academic Support Staff

Grace Bungitak..…… …...Academic Assistant
Manny Mottelang…….……..…..Learning Designer
Ninitha J. Note……..……..TRACC Adviser
Lucinda Peter……..…...……WAVES Office Manager
Malia Nii…….Land Grant Administrative Assistant
Daniel Hitchfield……....Writing Center Paraprofessional
Jaziel Sarvida……..…….Science Lab Technician
Tembo Langbata…….....STAMP Paraprofessional

CMI Center Directors and Coordinators

Ruthy Maun …… Arrak Campus Director
Ramanty Chonggum…..……...……...…… Kwajalein Campus Director
Noreen Lani……..……Wotje Center
Michael Tiberke …….…….. Jaluit Center

Student Support Services Staff

Carlton Gideon…….…….……Recruitment & Admissions Admin
Elijah Lamille…….Student Services Administrative Assistant
Jason Sam…..…..……..…….. Fitness, Recreation, and Sports Coordinator
Andreas Ned……..Residential Coordinator (Uliga Campus)
Wanda Graham ……..….. Residential Coordinator (Arrak Campus)
Susana Kamram ……..…..…… ……..Clinic Manager
Danielson Tawoj……...……..……..Chief of Safety and Security

Student Counseling Advocates

Oyinade Ogunmokun ……...…Director of Counseling
Curritha Lani-Jumao-As……...….Student Advocate
Roshiania Minor ……...……Student Advocate
Donovan Jetnil……..……...…..Student Advocate

Teaching Faculty

Adult Basic Education

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A.S. Education, College of the Marshall Islands, RMI

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B.A. EE - College of the Marshall Islands

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BAEE College of the Marshall Islands

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Certificate of Completion, Stanford Introduction to Food and Health.

Business Studies

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PGC in Human Resources, University of the South Pacific, Fiji
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AAS in Data Processing, Northern Marianas College, USA

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Cert. in Teaching. Lautoka Teachers College

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Post-Graduate Certificates in Education, University of South Pacific
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IELTS Examiner Training, #988473 (2014)
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B.A. in History / Minor in Education, University of Alaska Fairbanks, Fairbanks, Alaska USA (1989)

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Education

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Post Graduate Diploma in Education & Training, Jamaica
B.Sc. in Social Work, Northern Caribbean University, Jamaica

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Liberal Arts

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Post Graduate Diploma in Edu, USP Suva, Fiji
Post Graduate Diploma in TESOL – USP, Suva, Fiji
Post Graduate Certificate in Tertiary Teaching – USP, Suva, Fiji
B.Ed. in Literature & Language, USP, Suva, Fiji.

Desmond Doulatram (Co-Chair)
M.A. in Asia Pacific Studies, University of San Francisco, USA
B.A. Social Science, Southwestern Adventist University, USA
Professional Certification in Online Education, University of Wisconsin – Madison, USA

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M.A. Philosophy, University of Oklahoma, USA
B.A. Philosophy, University of California, Los Angeles, USA
A.A. Hebrew Studies, Los Angeles Valley College, USA

James Henry
M. A in English, Cleveland State University

Litiana Nabukabuka
M.Ed in English University of the South Pacific

Viviana Uriona
PhD in Philosophy, University of Potsdam, Germany

Maritime

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Certificate- Grade 5 MASTER STCW95, SICHE, Solomon Islands
Certificate- Grade 5 MATE STCW95, SICHE, Solomon Islands

AFT Certificate- Advanced Fishing Technology, SICHE, Solomon Islands

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Class 4 , Class 5, Master, Solomon Island College of Higher Education - School of Maritime
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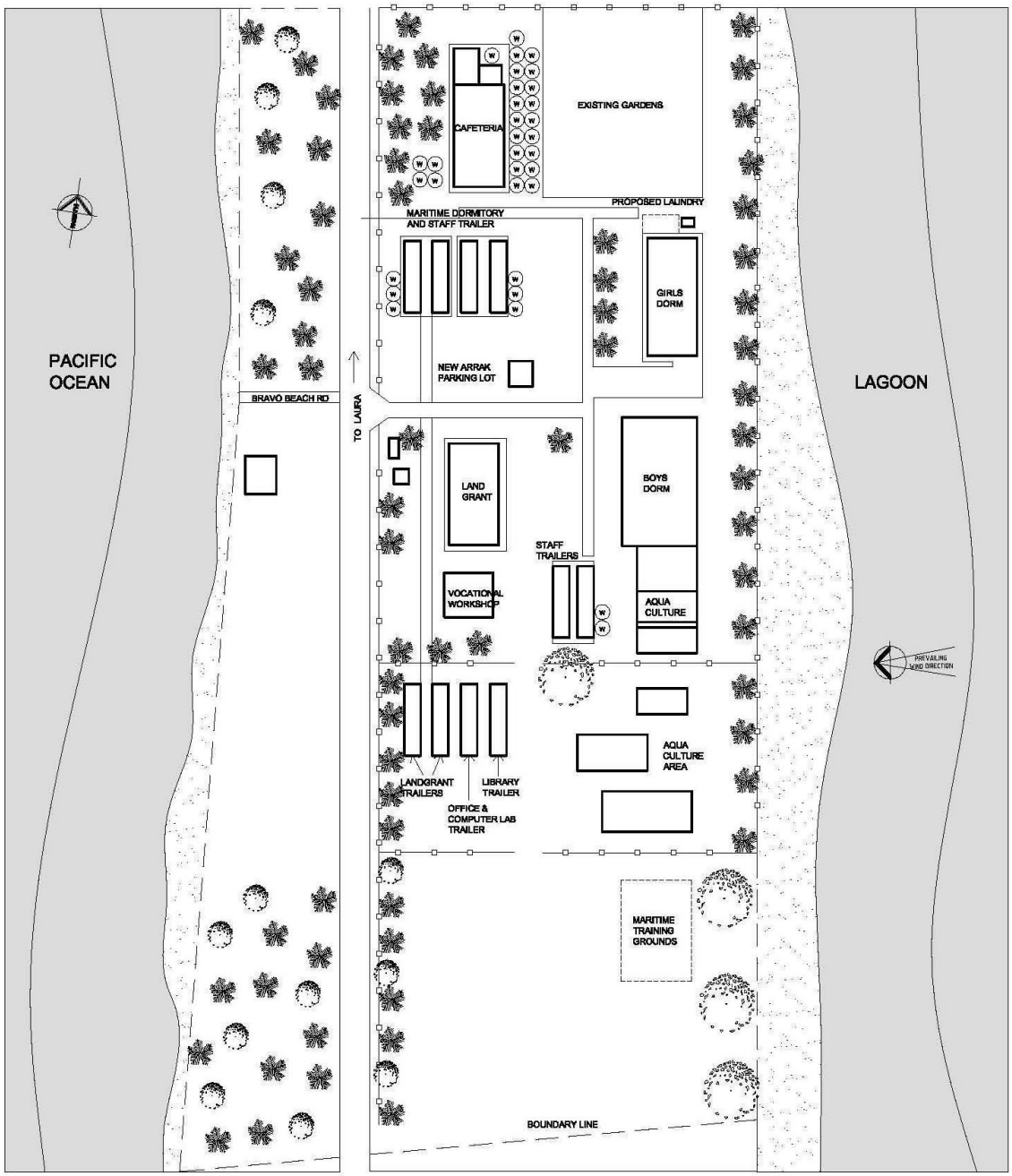
CMI CAMPUS MAP

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