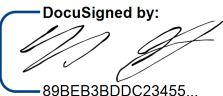


CMI Expanded Learning Access Manual

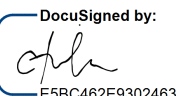
Version 1, 2023

Approvals:

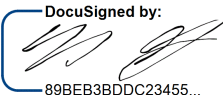
Vice President for Academic and Student Affairs:

 DocuSigned by: 89BEB3BDDC23455...	Dr. Elizabeth Switaj	1/5/2024
Signature	Name	Date

Chair of the Institutional Effectiveness Committee

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Signature	Name	Title	Date

President and Chair of the Executive Council

 DocuSigned by: 89BEB3BDDC23455...	Dr. Elizabeth Switaj	CMI Interim President	1/5/2024
Signature	Name	Title	Date

This manual shall be considered effective from the date of the signature of the chair of EC.

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Introduction

A key part of the mission of the College of the Marshall Islands is to *provide our community with access to quality, higher and further educational services*. As the national college of the Marshall Islands, in order to meet this mission, access must extend beyond the capitol atoll of Majuro. Expanded learning access options include CMI campuses at Arrak and Kwajalein, CMI Centers on Wotje and Jaluit, CMI Sub-Centers on Santo and Kili, and other sites that may be established on a permanent or temporary basis. Other options include online learning. To date (June 2023), online learning has not been used to provide options beyond CMI locations or in emergent situations. However, this expanded learning access manual includes policies, procedures, and guidelines to allow development of hybrid and distance education courses that do so.

This manual should be revised every three years at minimum. Once a program has been approved to be offered via Distance Education, the manual should be reviewed after the first semester in which the program is offered by DE and after the third semester in which the program is offered by DE, returning to the three year cycle thereafter.

Online Learning

Policy Statement

The College of the Marshall Islands will provide substantial online learning for all its students in alignment with the CMI mission. Every CMI course will have appropriate, interactive, online components developed by using instructional or learning design principles that focus on engaged learning. All courses will be regularly updated, maintained and evaluated using the CMI Framework for the evaluation of online courses at the College of the Marshall Islands. Online learning shall also be used to provide appropriate flexibility to support equitable student success. Training for teaching online will be provided by CMI as part of faculty professional development. Appropriate support shall be provided for students engaged in online learning.

Reason for the Policy

The purpose of this policy is to provide directions for the provision of high quality and enriching online learning experiences across all modes of delivery.

Definitions

The following definitions, informed by practice and literature in higher education will be used for the purpose of this policy and related online learning activities at CMI.

Online learning	Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. For CMI’s purpose, online learning will include the following elements in the design, development and delivery of courses and programs: • Education-based and education-driven; • Substantially supported by the relevant technology; • May include face to face sessions that may be virtual through video-conferencing. CMI uses “online learning” as inclusive of all learning that is substantially supported by technology and is not face to face learning as defined herein. Online learning may include enhancements in which all contact hours are face to face, hybrid courses, and distance education courses.
Face to face	Mode of delivery where course content is delivered in real time and in person at a CMI site.
Distance education course	Course in which all required instructional contact hours are fulfilled through online interaction so that students never need to enter a physical CMI site. Students are, however, still expected to be ordinarily resident in the Republic of the Marshall Islands. For a course section to be offered as distance education, the approved course outline must allow all instructional contact hours to be online.
Hybrid course	A course in which some instructional contact hours are fulfilled through online interaction. Online instructional contact hours must not exceed the maximum listed on the approved course outline.
Learning design	An application of a pedagogical model for a specific learning objective, target group, and a specific context or knowledge domain. The learning design specifies the teaching and learning process, along with the conditions under which it occurs and the activities performed by the teachers and learners in order to achieve the required learning objectives or outcomes.
Persons with disabilities	Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. (Article 1: Convention on the Rights of Persons with Disabilities)
Regular and substantive interaction	Student/instructor interaction that occurs at a predictable interval appropriate to the length and credit hours of a course, takes place throughout the period for which the course runs, and is initiated by the faculty member. Interactions that are considered substantive may include:

- Online demonstrations, lectures, or discussions held via teleconference in real-time.
- Online discussions of course-appropriate material held synchronously or asynchronously e.g. by chat or on message boards.
- Detailed and appropriate assessments of assignments including feedback for improvement.
- Innovative forms of engagement via technology appropriate to the subject matter.

For courses that may include online contact hours, required forms of RSI shall be designated on the approved course outline.

In order to meet RSI requirements, faculty should be active in Moodle on at least a weekly basis. If 3-5 credits worth of contact hours are online, this requirement increases to twice weekly. If 6-10 credits worth of contact hours are online, it increases to three times weekly. If more than ten credits worth of contact hours are online, it increases to four times weekly.

Student/ material interaction	Recorded interaction of learner to course content that when utilized, enables the course instructor or administrators to better understand student behavior to clarify issues, look for areas of focus, and see if changes have the intended effect. Student/material interaction is not part of Federal requirements for regular and substantive interaction.
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Student/ student interaction	Opportunities for students to engage with each other within the course shell for purposes of discussion or collaboration related to class subjects, activities, and outcomes. Student/student interaction is not part of Federal requirements for regular and substantive interaction.
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Open Educational Resources (OER).	Teaching, learning, and research materials in any medium that are in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others.
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Statements of Elaboration of Policy

The following principles underpin this Online Learning Policy:

- I. Appropriate quality assurance procedures, including faculty training and student learning outcomes assessment, must be put in place to ensure the quality of courses and programs in online learning.
- II. Training for faculty will include the integration of Open Educational Resources (OERs) and other open source materials, software, applications and systems; use of the LMS; design of interactive activities; and other appropriate subjects.

- III. Appropriate support must be put in place for students in online learning courses/programs.
- IV. The strategies for teaching, the provision of learning materials, the systems for student support and the methods of assessment are explicitly designed to ensure that the aims and intended learning outcomes of the courses and programs can be achieved by students who are studying through online learning.
- V. Each course or program is delivered to provide students, who have been accepted for a course or program, with the learning opportunities to successfully complete the course or program. Strategies will be included for promoting autonomous learning and enabling students to take control of their own development. Students must be given the opportunity to engage productively with their instructors, other students and communities of learning for the purposes of collaborative learning. Online learning is constantly evolving. Student centered learning methodologies, new pedagogies and technology enhanced learning will be driven by quality research and robust and reliable institutional data.
- VI. Available resources are sufficient to ensure that the course or program can be delivered effectively through online learning.

Procedures

1. Each CMI for-credit course section and high-school equivalency course section should have a Moodle shell, even if all instructional hours are conducted on a face-to-face basis. Moodle shells should include interactive activities, and the grade book function must be used. Every semester, the Learning Designer will provide a report of which courses have a Moodle shell, have interactive activities, and are making use of the grade book. Any faculty whose courses fall short of these basic requirements will be prioritized for additional training and assistance from the learning design office. If, following training, a faculty member still falls short of these basic requirements, they may be subject to disciplinary action.
2. Faculty members who have demonstrated a high level of skill in using Moodle will be trained to apply the CMI Framework for the Evaluation of Online Learning. In collaboration with the Learning Designer, these designated faculty members will review course shells regularly. Any distance education courses must be evaluated every semester. Hybrid courses should be evaluated on an annual basis. Courses for which all instructional contact hours are face-to-face may be evaluated every other year. Faculty who participate in this process shall be awarded one credit equivalency for every three courses they review. The Learning Design Office shall keep all completed evaluations on file for a minimum of five years. The primary purpose of the evaluation is formative, and the results will be shared with faculty for improvement of the course. However, if any distance education course is found in the process of evaluation not to meet requirements for Regular and Substantive Interaction, this must immediately be reported to the appropriate Dean and the Dean shall ensure that steps are taken at once to remedy the shortfall. In addition, faculty may use evaluations of their courses as evidence for PMS.

3. The Learning Designer and the supervisor of the Learning Designer shall review all evaluations submitted during a semester to identify patterns and key areas for improvement across the institution. These shall be submitted to the LEAP Committee for review and shall also form the basis of training workshops offered during the following semester.
4. Faculty involved in the process of evaluating online learning should also provide any feedback for improvement to the Framework, and any resulting changes to the Framework should go through the participatory governance process.
5. Faculty are encouraged to allow students to attend in-person sessions via Zoom as appropriate. While this will not be appropriate for some classes, such as labs or practica, this kind of flexible learning can benefit students who may be unable to attend in-person on any given date. Course policies regarding such flexible learning should be included in the syllabus. No student should be allowed to attend a course entirely via Zoom unless they do so from another CMI location and the course section is designated for CMI centers, the course section is designated as distance education, or prior permission is obtained from the Vice President for Academic and Student Affairs.
6. Sections that will include instructional contact hours that are online, whether distance education or hybrid, should have those hours designated at the time the schedule for each semester is made. This is achieved in Jenzabar SONIS by designating the “Instruction Type” as online. In addition, those sections that have only online instructional contact hours should have the distance education box checked.
7. Sections that allow students from CMI Centers on neighboring islands or from campuses other than Uliga to join via Zoom must be designated at the time the schedule for each semester is made. In order to avoid exceeding the capacities of these locations, students at the centers should not join classes that have not been designated for this purpose. To achieve this, a single class will have its enrollment split across several sections, one for each CMI location offering it. For example, instead of allocating 20 slots to CMI 999 Section 1, there might be 10 slots allocated to CMI 999 Section 1 at Uliga, 5 slots allocated to CMI 999 Section 2 at Wotje, 3 slots allocated to CMI 999 Section 3 at Kwajalein, and 2 slots allocated to CMI 999 Section 4 at Jaluit. All four sections would have the same instructor, meet together at the same time, and generally function as a single section.

Responsible Officer

The Vice President of Academic and Student Affairs will ensure that training, courses and programs offered in the online mode are regularly and systematically monitored, reviewed and improved.

Key Offices to Contact Regarding the Policy and its Implementation

The Curriculum Committee ensures that course outlines include appropriate resources, suggested teaching methods, and other elements for online learning.

Instructors engaged in online learning design, development and delivery will be supported by the Learning Designer and the learning design team which may include media and information technology services, and other specialists and consultants that provide learning technologies and emerging pedagogies support as required.

Framework for Assessment of Online Learning at the College of the Marshall Islands

This is the second version of a work that was adapted, under a consultancy contract, from the Center for Flexible & E-learning, Fiji National University, BCQC v1 December 2018 in August 2020.

Adapted by the Center for Flexible & E-learning, Fiji National University from: Rochester Institute of Technology, Innovative Learning Institute –Teaching and Learning Services.

Quality Assurance

Use the following quality checklist to ensure that your online or blended course has most, if not all of the following elements.

Course Name	
Course Code	
Instructor	
Reviewer	
Review date	

Rating scale for review criteria	
0	Criteria not met
1	Criteria partially met

2	Criteria met
3	Criteria exceeded
NA	Not applicable to this course

Note: Evaluation notes and recommendations for improvement where applicable must be provided with the assigned rating.

Criteria	Rating	Notes
A. Overview and Orientation (Syllabus)		
A1. Is there an introduction that tells students how the course will work, how to navigate the course, and how to get started with the course?		
A2. Is there a self-introduction by the instructor?		
A3. Is there a course syllabus that includes: student-centered learning outcomes, instructor contact information and policy including virtual or in-person office hours, a statement of student expectations for participation in the course, required materials, grading policy, and other relevant issues and policies?		

B. Organization and Navigation		
B1. Is there an overall course schedule that shows major activities and deliverables?		
B2. Is the course generally easy and intuitive to navigate with the direction provided?		
B3. Are there clear instructions about the path a learner should take?		
B4. Are content and activities organized logically, that is, by topic, module, week, or type?		
B5. Are there clear instructions for every learning activity or assignment?		
C. Assessment and Feedback		
C1. Does the course include frequent formative assessments (at least one in each unit, graded or ungraded) that allow learners to track their own learning progress?		
C2. Does the course include summative assessments?		

C3. Does the course include diagnostic assessment(s) as appropriate?		
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D. Activities and Interaction		
D1. Does the course include a way to communicate class news and answer questions? Are announcements made frequently and questions answered promptly?		
D2. Does each unit have at least one opportunity for student/instructor interaction?		
D3. Does each unit have at least one opportunity for student/student interaction?		
D4. Does each unit have at least one opportunity for student/material interaction?		
D5. Are social expectations for online discussions and other forms of communication clearly stated?		

D6. If any of the instructional contact hours for this course take place online, does this course design include at least two forms of Regular and Substantive Interaction per week, and are these the forms of RSI designated on the approved course outline? (Please list the approved forms of RSI and frequency of each in the notes, along with any additional instances of RSI in the design.)		
D7. How frequently does the instructor appear to be active online? (Weekly activity is required for all courses. For courses with 3-5 credits worth of instructional contact hours online, it should be twice weekly; for courses with 6-10 credits worth of instructional contact hours online, thrice weekly; for courses with more than 10 credits worth of instructional contact hours online, four times weekly.)		
D8. If some or all of the instructional hours for this course take place online, does the amount of time spent online by the instructor appear to meet the number of hours designated by the course outline?		
D9. For Distance Education courses, are D6-D8 and therefore Regular and Substantive Interaction requirements met? If not, immediately report this issue		

to the Dean responsible for the course.		
D10. If some or all of the instructional hours for this course take place online, does the amount of time spent online by each student appear to meet the number of hours designated by the course outline? If some students are not spending the appropriate amount of time engaged in course activities, how is this addressed?		
E. Accessibility and Usability		
E1. Are a variety of instructional materials used in the course?		
E2. Is all audio captioned or otherwise accessible to students with impairments (e.g., podcast transcriptions?)		
E3. Do images have tags and/or descriptions?		
E4. Are documents (PDF, Word, PPT) accessible via screen readers?		
E5. Is content cognitively easy to navigate and comprehend (modules/ units and topics are named appropriately and		

informatively, text pages follow a header structure, etc.)?		
F. Student Support		
F1. Is information about technical support clearly stated?		
F2. Is an explanation of the benefits of academic support services, and a description of how students can access them, clearly stated?		

Reviewer Signature:

Date:

Instructor comments (attach additional pages if necessary):

Instructor Signature:

Date:

All evaluations shall be kept on file in the Learning Design Office for a minimum of five years.

Approval for Distance Education Programs

Once curriculum has been approved for greater than 50% of a program to be offered as distance education, the Vice President for Academic and Student Affairs will be responsible for ensuring that the substantive change application is made to ACCJC. Until such time as the substantive change has been approved, courses offered in the program via distance education must remain under 50% of the program.

Online Student and Learning Support

Online student and learning support provides options for students at locations that have in-person services and access for students at smaller locations that may not be able to provide all services in-person. It will also be key for ensuring that future distance education students have equitable support. All departments providing student and learning support services are required to have at minimum:

1. A Moodle shell and a webpage with key information, self-help guides, and contact information.
2. The ability to correspond with students and provide individual support via email, Zoom, or telephone. Contact information should be provided to students through the Moodle shell and webpage, through informational slides submitted at least once per semester to be shown on campus and center screens, and through communications between campus directors/center coordinators and students at each location.

Support areas that typically lead workshops and tutorials should also develop:

1. Libraries of instructional videos. These may be recordings of previously offered workshops and presentations.
2. Interactive asynchronous workshops in Moodle that make use of tools such as automatically graded quizzes so that students can access these workshops at any time.

At least once per semester, the Vice President for Academic and Student Affairs will organize a meeting to review online student and learning support services, including both provision of services and communication of services. This meeting will include:

- Library Director
- Associate Dean of Learning Support
- Learning Designer
- A faculty representative from each department offering, or planning to offer, distance education or hybrid courses or courses at the CMI Centers or Sub-Centers
- Counseling Director
- Associate Dean of Equity & Engagement
- Financial Aid Director
- Auxiliary & Commercial Services Director
- All CMI Center Coordinators

- All CMI Campus Directors

At this meeting, Center Coordinators, Campus Directors, and faculty representatives will share the needs of their students, and all participants will agree on improvement plans; the success of any improvement plans from the previous meeting, along with next steps, will also be reviewed. In addition, a survey on student and learning support for students who are attending CMI through expanded learning access options will be drafted and approved; results from the survey drafted and approved at the previous meeting will also be reviewed and any resulting improvement plans agreed upon.

CMI Expanded Access Learning Locations

Campuses

Definition

Campuses offer at least one full postsecondary for-credit program. They can offer high school equivalency and continuing education/informal training opportunities. A campus may have buildings up to half a mile apart. Any time a campus begins to offer more than 50% of a program that has not previously been offered at a campus, this change must be approved by the Vice President for Academic and Student Affairs, who is responsible for ensuring that all accreditation requirements are met. Current campuses, programs, and in-person services are listed below:

Campus	Instructional Programs	In-Person Services
Uliga Campus (main campus)	BA Elementary Education AS Elementary Education AS Nursing AS Agroforestry Education for Health and Sustainable Livelihoods AA Business Studies AA Liberal Arts Advanced Specialization Certificate in Severe Disabilities Advanced Specialization Certificate in Deaf Education CC Teaching CC Special Education CC Public Health CC CHOW CC OAHA CC Accounting Clerkship CC Marshallese Language Arts	Academic Support Program Bookstore Library Student clubs Student leadership Counseling Residence Halls Business Office Financial Aid Faculty Advisors Registrar Admissions & Records Office

	CC Marshallese Social Studies Adult Basic Education CC in Rating Forming Part of a Navigation Watch CC in Rating Forming Part of an Engine Room Watch Youth Corps trainings Workforce Development	
Arrak Vocational Campus	CC Vocational Carpentry Maritime short courses Youth Corps trainings Workforce Development	Residence Halls Computer lab Library
Kwajalein Campus	CC Construction Trades CC Automotive Service Technician Adult Basic Education <50% of other for-credit programs Youth Corps trainings Workforce Development	Computer lab Library Student clubs Student leadership

Resources

Staffing

All campuses except the main campus in Uliga, Majuro, should have a Director. The director of a campus with fewer than 100 students enrolled in postsecondary and high-school equivalency programs will report to a Dean depending on the type(s) of for-credit program offered:

Primarily or Exclusively CTE/TVET	Dean of WAVES
Primarily or Exclusively Academic	Dean of Academic Affairs
Balance of CTE/TVET and Academic	Dean of Student Success

If there are more than 100 students, then the director will report to the Vice President for Academic and Student Affairs.

Any campus with more than 60 students enrolled in postsecondary and high-school equivalency programs should also have an Assistant Director. Professional IT assistance must be available during hours when classes are in session. Any campus with over 100 students enrolled in postsecondary courses must have a full-time library technician and a full-time academic support paraprofessional; for every 200 students enrolled beyond the initial 100, an additional library

staff and academic support staff member should be added. The level of seniority will depend on the programmatic needs of the campus as recommended by the Director via the Vice President for Academic and Student Affairs to the President. Campuses may also have full-time faculty for both ABE and postsecondary programs assigned based on enrollment needs. Personnel for security and/or maintenance shall be assigned as needed based on the facilities.

Physical and Technical Resources

All campuses must have a library and a computer lab commensurate with student need. There must be at minimum one room capable of hosting classes or meetings via Zoom. Other facilities will be established based on student needs.

Financial Resources

Each campus shall have its own budget for facility and personnel management. In addition, each postsecondary or high-school equivalency program will have its own budget line.

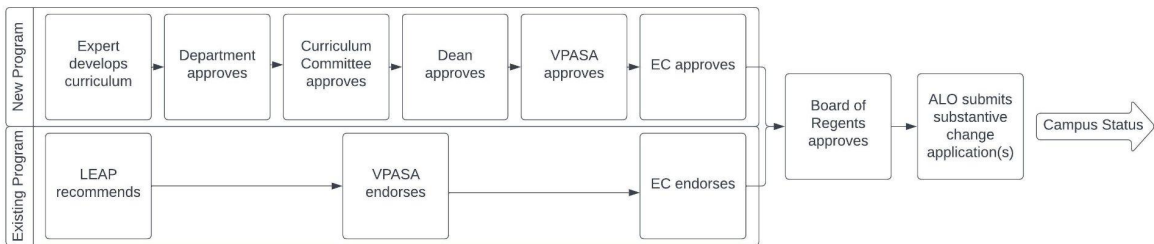
Process to Establish a Campus

A CMI location must first operate as a center for a minimum of one year before being considered for campus status. Campus status is granted when a new or existing program is authorized to be offered fully at the location.

In the case of a new program, the intent to offer the full program at a new location should be included in the curriculum documents, and the curriculum process should be followed. At the same time, a budget for the new program should be endorsed by the Budget Committee and the Executive Council (EC) prior to Board of Regents (BOR) approval. The Board of Regents resolution approving the program should specify where the new program is to be offered.

In the case of an existing program, the recommendation to offer it in full at a new location should originate from the LEAP Committee and be endorsed by EC prior to BOR approval. The recommendation should typically be brought to LEAP by the representative of the department that wishes to offer the program at a new location but may also be brought forward by an administrator. In addition, if additional budget is required, this must be endorsed by the Budget Committee and EC prior to BOR approval.

In either case, after approval, it is the responsibility of the Accreditation Liaison Officer to prepare and submit the substantive change application to ACCJC.



Once a center has become a campus, it will initially maintain the same Service Area Outcomes (SAOs) and mission statement it had as a center (with “Center” being changed to “Campus”), but both may be reviewed in accordance with the FACETS program review cycle. Because campuses may offer unique programs, they may have individualized SAOs and mission statements.

Process to Add a Full Program to an Existing Campus

In the case of a new program to be added at an existing campus, the process for establishing a new program should be followed as above.

For existing programs to be offered in full at an existing campus for the first time, the department chair should work closely with their supervising associate dean or dean to develop a plan covering the justification for the change, logistics including staffing and assessment, as well as requirements for student support and any additional budget that may be needed. This plan should be submitted to the Vice President for Academic and Student Affairs who will evaluate the plan in consultation with the relevant dean, campus director, and any other required personnel as well as ensure that elements such as additional budget requirements are submitted to the appropriate committee for consideration. Following this evaluation, the VPASA will discuss the plan with the president. If the president approves, the VPASA will ensure that any accreditation or external requirements are met. Alternatively, if the idea to offer the program at a new campus originates with the administration, the VPASA may assign other personnel to the task of developing the plan.

Responsibility for Programs

Departments located at Uliga will continue to be responsible for their programs offered at multiple campuses and include data related to all locations in their program review; department chairs responsible for such programs will continue to report to the relevant dean or associate dean. However, these personnel are expected to collaborate closely with campus directors regarding the day-to-day running of courses in their locations. Responsibility for programs offered at a single campus may be assigned to the campus director if there are no full-time faculty able to act as department chair. Otherwise, they will be the responsibility of a department chair reporting to the relevant campus director.

Graduation

Campus directors and other personnel will assist students at each campus in completing applications for graduation, but they will be processed centrally at Uliga Campus. Campuses are typically expected to hold a graduation ceremony each year.

Centers

Definition

Centers are permanent CMI locations that offer postsecondary credit courses, with the courses making up less than 50% of any given for-credit program, and full high-school equivalency programs. They may also offer informal trainings based on the needs of the community. CMI currently has centers in Jaluit and Wotje.

Resources

Staffing

All centers must have at minimum two full-time staff: one must be a Coordinator, reporting to the Dean of Student Success. The second will typically be an Assistant Coordinator/ABE Instructor, though this may vary depending on local need.

Physical and Technical Resources

There must be at minimum one room capable of hosting classes or meetings via Zoom, as well as access to restroom and library facilities, though these facilities do not necessarily need to be part of the center.

Financial Resources

Each center shall have its own budget for facility and personnel management.

Process to Establish a New Center

The process to open a new center begins with a study of the needs of a specific atoll or island and of potential locations for the establishment of a physical center. This study will typically be directed by the Senior Leadership Team. Upon completion of the study, the results will be brought to the Board of Regents for approval of the center project in principle. Following this approval, the SLT will complete or assign to be completed a proposal including the following:

1. a lease or memorandum of agreement for the location to be used
2. a budget for the center
3. a list of programs to be offered in whole or in part, along with anticipated enrollments for the next five years
4. a staffing plan for the center, including job descriptions
5. a construction or renovation plan, if relevant
6. an overall timeline for setting up and opening the center

The budget will be reviewed by the Budget Committee and the construction and renovation plan reviewed by the Plant & Facilities Committee. Following these reviews, the Executive Council will consider the full proposal for recommendation to the Board of Regents. As Centers offer under 50% of any given postsecondary program, no substantive change process will be required following the approval of the BOR.

Centers shall have a standard set of Service Area Outcomes:

1. Upon successful completion of services rendered, the students will be able to work towards completion of their programs.
2. Upon successful completion of services rendered, the students will be able to effectively interact with faculty and peers using technological mediums.

They will also have a standard mission statement:

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

Responsibility for Programs

Departments located at Uliga will continue to be responsible for oversight of courses offered at Centers. However, they are expected to collaborate closely with center coordinators regarding the day-to-day running of courses in their locations.

Graduation

Center coordinators will assist students at each campus in completing applications for graduation, but they will be processed centrally at Uliga Campus. Centers may hold a graduation ceremony each year, depending on demand.

Sub-Centers

Sub-centers are permanent or semi-permanent CMI locations attached to a Center or Campus but serving a physically separate community. They do not have permanent, full-time CMI staffing. Sub-centers typically offer ABE and informal training and are established in collaboration with local communities. They may occasionally offer credit courses, through Zoom links, though as with Centers, these must make up less than 50% of any given for-credit program. Specific physical facilities depend on the needs of the community and what the community can make available for the college's use. Supervisory responsibility for these locations is assigned on a case-by-case basis by the VPASA in consultation with SLT depending on the activities carried out. Current sub-centers are Santo and Kili.

Sub-centers are typically established through a Memorandum of Agreement. This MOA may be initially developed by a Dean or above. However, requirements for college resources should be communicated as early as possible to the Senior Leadership Team via the VPASA. If additional expenditures will be required, a budget should also be provided at this time.

Program review of sub-centers should be included under the center or campus to which they are attached. However, if a sub-center is attached to a specific program at Uliga campus, that program will include assessment of the sub-center in its program review.

Graduation

Personnel assigned responsibility for sub-centers will assist students in completing graduation applications as needed; graduation ceremonies may be arranged at sub-centers.

Program Sites

On occasion a CMI program or informal training course may be offered at a non-CMI site through collaboration with the local community. All CMI employees, students, and trainees are subject to CMI policies, procedures, and guidelines, while engaged in CMI activities at these sites. An MOU should typically be in place for these sites and may be initially developed by a department head or director so long as this is communicated early in the process to the Senior Leadership Team via the VPASA. Success of events at program sites and the quality of the site for future programs should be assessed by the program or department responsible.

Program sites will not have assigned personnel or other CMI resources except for the duration of the program or course. They may not hold independent graduation ceremonies.

Visits by Personnel Ordinarily Based at Uliga Campus

Visits by student and learning support service providers or other non-instructional areas to other locations will be based on need and should be discussed between location directors/coordinators and the heads of the departments providing the services.

During each semester, at least one Uliga-based faculty member should visit each campus, center, or sub-center at which postsecondary students are able to join Zoom classes. Costs for these trips should typically come from the Distance Education budget.

Appendix I: Abbreviations

ABE	Adult Basic Education
ACCJC	Accrediting Commission for Community and Junior Colleges
BOR	Board of Regents
CC	Certificate of Completion
CHOW	Community Health Outreach Worker
CMI	College of the Marshall Islands
EC	Executive Council
LEAP	Learning Environment and Academic Policy
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
OAHA	Outer Atoll Health Assistant
SAO	Service Area Outcome
SLT	Senior Leadership Team
VPASA	Vice President for Academic and Student Affairs
WAVES	Workforce, Adult, and Vocational Education Services

Appendix II: Postsecondary Courses Offered at CMI Centers

The following courses are eligible to be offered at CMI Centers and Sub-Centers or at campuses where the full program to which they belong is not offered. Any additional courses offered at such locations must be approved by the VPASA.

AGF 106	Agroforestry & Terrestrial Ecosystems
AGF 107	Nutrient Dynamics in Agroforestry
AGF 108	Food Sovereignty: Traditional crops for Healthy Lifestyle
AGF 205	Climate, Food Security and Health
AH 114	Nutrition
ART 329	Performing Arts Expression
BUS 101	Introduction to Business
CMI 101	First-Year Experience
EDU 210	Introduction to Teaching
EDU 211	Classroom Methods and Strategies
EDU 312	Foundations & Curriculum Instruction
EDU 313	Literacy & Literature I
EDU 314	Literacy & Literature II
EDU 322	Elementary Social Studies
EDU 324	Elementary Mathematics I
EDU 325	Elementary Mathematics II
EDU 341	Classroom Management II
ETH 300	Ethics & Organizational Governance
ENG 86	Intermediate Academic Listening and Speaking
ENG 87	Intermediate Academic Reading and Writing
ENG 96	Advanced Academic Listening and Speaking
ENG 97	Introduction to Academic Reading & Writing

ENG 105	Public Speaking
ENG 111	Composition I
ENG 112	Composition II
ENG 211	Children's Literature
ICS 101	Introduction to Microsoft Office
MAR 120	Marshallese Orthography
MAR 140	Marshallese Government
MAR 150	Marshallese Composition
MATH 66	Pre-Algebra
MATH 88	Introductory Algebra
MATH 98	Intermediate Course Algebra
MATH 99	Fundamentals of Mathematics
MATH 102	Survey of Mathematics
MATH 111	College Algebra
MATH 160	Elementary Statistics
SPED 260	Introduction to Special Education
SPED 261	Introduction to Exceptionalities
PSY 101	Introduction to Psychology
PSY 201	Human Growth and Development
SOC 130	Introduction to Sociology
SOC 140	Contemporary Social Issues in Micronesia

Appendix III: Relevant ACCJC Standards

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.