STARTING NORTHERN MARIANAS COLLEGE: A NEGOTIATION PERSPECTIVE

APPENDICES B, C, AND D: COPIES OF DOCUMENTS AND NEWS ARTICLES AVAILABLE ELECTRONICALLY TO GO WITH THE ABOVE NAMED DISSERTATION ELECTRONIC WORD DOCUMENT

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An Analytic Paper Presented to the Faculty
of the Graduate School of Education of Harvard University
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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UOG Changes - to lure Micronesians, Pacific Daily News, February 25,
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Study Says Community College Feasible Here, Commonwealth Examiner, August 29, 1980 p. 2 (p.379)

Task force pushing Marianas college, Pacific Daily News, August 29, 1980, p. 6 (p.380)

NMI Legislature Reviews Ex. Order, Commonwealth Examiner, March 27, 1981, p. 2 (p. 381)

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Community college shifts financial aid policy, Pacific Daily News, July 16, 1981, p. 14A, (p.384)

Village Voice: Are you in favor of a local community college..., Pacific Daily News, August 13, 1981, p. 3 (p.385)

College Can Get Windfall Cash if it Can Prove it's for Real, Marianas Variety, November 20, 1981, (p. 386)

Community College Backed For Public Corporation Status, Marianas Variety, August 9, 1982, p. 9, (p.387)

Debate on College Bill Expected in House, Marianas Variety, May 21, 1982 (p. 388)

House Defers College Bill, Marianas Variety, May 28, 1982, p. 2 (p, 389)

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First College Degrees in NMI Awarded, Marianas Variety, August 20, 1982, p. 3 (p.394)

NMCC holds First Graduation, Commonwealth Examiner, August 20, 1982, p. 7 (p. 395)

Nurses Training Scheme Approved, Marianas Variety, August 27(?), 1982, p.3, (p.396)

College Could Get Funding if Accrediting Team Impressed, Marianas Variety, December 3, 1982, p. 7, (p. 397)

Bill to set up College must pass before Jan 17, or else..., Commonwealth Examiner, January 13, 1983, (p. 398)

Community College: To Be Or Not To Be?, Marianas Variety, January 14, 1993, p. 1 & 10 (p. 399)

College pushing education bill, Pacific Daily News: Focus, January 14, 1983, (p. 399)

It's official: Northern Marianas has a College, Commonwealth Examiner,
January 20, 1983, p. 1 (p.400)

Community college up for accreditation, Pacific Daily News: Focus, January 21, 1981, p. 5, (p.401)

New Law Qualifies College For Federal Money, Marianas Variety, January 21, 1983, p. 2 (p. 401)

Ms. Porter Named College president, Commonwealth Examiner, March 10, 1983, p. 7, (p.402)

"Senate President Olympia T. Borja presents a resolution to Miss Catherine Porter, current but outgoing president of Northern Marianas College." Marianas Variety, July 8, 1983, p. 11 (p. 402)

Senate Resolution No. 3-56, Third Northern Marianas Commonwealth Legislature, 1983

APPENDIX B-1

PROCLAMATION ESTABLISHING THE NORTHERN MARIANAS COMMUNITY COLLEGE 23 August 1976

GOVERNMENT OF THE NORTHERN MARIANA ISLANDS OFFICE OF THE RESIDENT COMMISSIONER SAIPAN, MARIANA ISLANDS 96950

PROCLAMATION

CABLE ADDRESS RESCOM MARIANAS

Proclamation Establishing The Northern Marianas Community College

WHEREAS, the people of the Northern Marianas have desired the establishment of an institution of higher learning on Saipan and have made their wishes in this respect known to me, and

WHEREAS, the people of the Northern Marianas have wholeheartedly supported and participated in past and present post-secondary educational opportunities offered on Scipan through the Marianas Department of Education and various institutions of higher education, and

WIEREAS, the Government of the Northern Marianas has always recognized the right of every citizen to have the opportunity to pursue his/her education.

MOW THEREFORE, pursuant to the authority vested in me, the following Proclamation respecting the Government of the Northern Mariana Islands is issued:

Section 1. Purposc.

The purpose of this Proclamation is to establish an institution of higher education, to be known as the Northern Marianas Community College, on Saipan; and to authorize and empower the Director of the Marianas Department of Education, or his designee, to act as Acting Director of the Northern Marianas Community College until such time as funds are available to staff this institution.

Section 2. Authority of the Acting Director of the Northern Marianas Community College

The Acting Director of the Northern Marianas Community College, working in close consultation with the Marianas Director of Education, is hereby given the authority to:

- (a) establish policies, rules, and regulations governing all phases of the operation of the Northern Marianas Community College, including:
 - (1) entrance requirements
 - (2) tuition and fees
 - (3) degree requirements
 - (1) academic records
 - (5) grades, and
 - (6) probation, suspension, and dismissal,
- (b) negotiate in good faith, and execute binding formal agreements with other institutions of higher learning in order to contract out the instruction of Northern Marianas Community College courses to insure that all courses offered are fully accredited until such time as the Northern Marianas Community College becomes a fully accredited institution.

Section 3, Effective Date,

This Proclemation shall take effect upon the date of its approval by the Resident Commissioner of the Northern Mariana Islands.

Rugar 23, 1976

Erwin D. Canham Resident Commissioner

APPENDIX B-2

EXECUTIVE ORDER 25, 12 March 1981

COMMONWEALTH OF THE NORTHERN MARIAMA ISLANDS EXECUTIVE ORDER OF THE GOVERNOR

EXECUTIVE ORDER NO. 25

WHEREAS, on August 23, 1976, the former resident commissioner issued a proclamation which provides, interalia, for the establishment and operation of a Northern Marianas Community College; and

WHEREAS, among the impediments to the implementation of a Northern Marianas Community College in 1976 were the lack of funds, inadequate staff, and the lack of suitable facilities for the College; and

WHEREAS, the Task Force established by the Governor on May 23, 1980, has completed its review and study on the feasibility of a community college; and

WHEREAS, the recommendations of the Task Force are contained in a report entitled: "NMCC: A Feasibility Study" which report has been submitted to the Governor and the Legislature, and which report finds that a community college is now feasible; and

WHEREAS, the continued social and economic growth of the Commonwealth is dependent upon the Commonwealth's ability to meet the critical shortages of professional and technical personnel in both the public and private sector; and

WHEREAS, a community college with its unique design and purpose can and will enhance the Commonwealth's ability to meet such shortages of trained manpower; and

WMEREAS, the Governor is in agreement with the concept of a community college for the Northern Marianas as proposed by the Task Force's Report "NHCC: A Feasibility Study"; and

WHEREAS, this Executive Order would affect existing laws, to wit: Public Law No. 1-8, Chapter 14, Section 10; Public Law No. 1-9, Section 3; Public Law No. 2-1; Public Law No. 1-32; Title 3, Chapter 6 of the Saipan Municipal Code; Tinian Municipal Ordinance 1-71; Rota Municipal Ordinance 1-71; Executive Order No. 18; and 61 Trust Territory Code, Section 8; and

WHEREAS, it is the intent of this Executive Order to strengthen the Northern Mariana's Community College; and

WHEREAS, it is the further intent of this Executive Order to consolidate and achieve efficient administration of the various local and federal programs pertaining to training and adult vocational education, and postsecondary and adult education by allocating and placing them under a single administration through the College.

NOW THEREFORE, by virtue of the authority vested in me by the Constitution and the laws of the Commonwealth of the Northern Mariana Islands, I, Carlos S. Camacho, Governor, hereby revoke the Executive Proclamation dated August 23, 1976, entitled: "Proclamation Establishing the Northern Marianas Community College" and supersede that Proclamation with this Executive Order.

- Section 1. Establishment. The Northern Marianas . Community College is hereby established within the Department of Education under the control and supervision of the Board of Education, which Board shall serve as a Board of Regents for the College.
- Section 2. Mandate. In addition to the powers and duties conferred by law, the College shall:
- (a) Plan, organize and administer all postsecondary education programs;
- (b) Assist local residents seeking postsecondary education outside the Commonwealth;
- (c) Develop, consolidate and administer vocational and technical and other education for adults and out-of-school youth and coordinate the same with secondary schools;
- (d) Consolidate and administer all programs of student financial assistance for education;
- (e) Upgrade the skills and abilities of Civil Service personnel, including teachers and nurses, through such means as in-service and on-the-job training, special education programs, internships and administrative fellowships;
- (f) Help employees of private businesses and organizations to acquire skills necessary and appropriate to the local economy;
- (g) Prepare local residents for assimilation into the American political family; and

- (h) Explore ways and means to achieve accreditation for the College and its programs and make recommendations accordingly to the Governor and the Legislature.
- Section 3. <u>Purposes</u>. The purposes of the College are as follow:
- (a) To offer instructional programs for adults and out-of-school youth; such programs shall include, but are not limited to:
 - (1) postsecondary preparation for higher education;
 - (2) vocational, para-professional and technical training;
 - (3) adult educationn;
 - (4) postsecondary education for college credit and on a non-credit basis; and
 - (5) continuing education.
- (b) To conduct and support research relevant to the needs of the Northern Mariana Islands;
- (c) To provide educational support services, including but not limited to: financial aid; career counseling; academic counseling; library services; and audio-visual and other study resources;
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 - (1) non-formal educational and cultural programs; and
 - (2) public use of college facilities, resources, and services.
- Section 4. Powers of the Board. In addition to any other powers provided by law, the Board shall have such powers as are necessary to carry out the mandate and the purposes of the College as set forth in this Executive Order, including the following:
- (a) To establish rules, regulations, and policies for the operation of the College;
 - (b) To establish the qualifications, term of

office and compensation of the Dean;

- (c) To establish and periodically review, upon recommendation of the Dean, the general policies governing the operation of the College;
- (d) To act upon recommendation of the Dean regarding curricula and courses of instruction, personnel policies, and the administration of the College;
- (e) To recommend to the Governor the annual budget of the College, and to propose appropriate legislation to the Legislature;
- (f) To administer the programs awarding financial assistance to students of the Commonwealth of the Northern Mariana Islands;
- (g) To acquire property by lease, option, purchase or otherwise, as necessary for the operation of the College, and to dispose of the same in any manner which is now or may hereafter be provided by law;
- (h) To accept gifts, grants, donations, bequests and other contributions;
- (i) To establish tuition rates and fees for courses of instruction, and such other charges as are reasonable for the use of programs and facilities of the College;
- (j) To authorize the granting of diplomas, certificates and degrees to students of the College;
 - (k) To adopt a seal of the College;
- (1) To act on behalf of the College with respect to federal programs; and
- (m) To perform all acts necessary to carry out the mandate and purposes of the College.
- Section 5. Dean. The College shall be headed by a Dean who shall be appointed by the Governor upon the recommendation of the Board, and who shall serve as the Chief Executive of the College. The Dean shall be responsible for the overall day-to-day administration of the College and shall report to the Board through the Superintendent of Education. The Dean may be removed from office by the Governor for cause or upon the recommendation of the Board.
- Section 6. <u>Duties and Responsibilities of the Dean.</u>
 The Dean shall:

- (a) Direct the operation and general administration of the College in accordance with the purposes of the College and in conformity with the policies established by the Board;
- (b) Exercise all powers delegated by the Board and carry into effect the policies of the Board;
- (c) Formulate and recommend to the Board new or revised policies affecting the College;
- (d). Nake recommendations to the Board concerning the annual budget and possible legislation for the College;
- (c) Administer the finances of the College in accordance with the approved annual budget and submit to the Board a monthly report on revenues and expenditures of the College;
- (f) Establish and maintain a program of effective recruitment, selection, orientation, development, and retention of personnel;
- (g) Make recommendations to the Board concerning the establishment of new educational programs of the College, and review and make recommendations to the Board concerning existing educational programs;
- (h) Develop community service programs, including but not limited to: seminars, workshops, symposia, concerts, lectures, and non-credit courses; and establish and maintain an effective program of community relations;
- (i) Take such steps as are appropriate to insure faculty participation in the orderly and effective development of the College;
- (j) Undertake such steps and research projects as are appropriate to insure effective long-range planning and projection for orderly development of the College;
- (k) Prepare and submit an annual report of operations and finances of the College to the Board within 90 days following the end of the fiscal year, a copy of which shall also be furnished to the Governor and each house of the Legislature of the Commonwealth of the Northern Mariana Islands, and formulate such other reports as shall be required by the Board and the local and federal government agencies;

- (1) Hire all necessary staff of the College subject to applicable Civil Service laws and regulations;
- (m) Perform such other duties as may be prescribed by the Board and the law.

Section 7.

- (a) There is hereby established in the Commonwealth Treasury a fund that shall be known as the "Community College Trust Fund" (hereinafter referred to as the "Fund") which shall be maintained separate and apart from all other funds of the Commonwealth. The members of the Board shall be the trustees of the Fund and shall administer it in accordance with this section.
- (b) All monies received by the College from whatever source shall be deposited in the Fund.
- (c) There shall be established within the Fund, a separate account consisting of any monies appropriated to the College out of the financial assistance granted to the Commonwealth under Section 702(a) of the Covenant and reserved for a special education training fund. Such other accounts may be established within the Fund as are necessary for efficient administration and control, or to comply with the terms of any grant or any contribution.
- (d) The Director of Finance shall disburse monies from the Fund upon the lawful order of the trustees, or their designee, to pay the expenses of the College incurred pursuant to this Executive Order.
- (e) The Director of Finance shall keep the official books of the Fund. The Board, in consultation with the Director of Finance and the Public Auditor, shall establish and maintain a system of internal accounting which is in accordance with generally accepted accounting principles applicable to colleges and universities.
- Section 8. Campus and Facilities. Not later than 180 days after the effective date of this Executive Order, the Board shall submit to the Governor and the Legislature a thorough and comprehensive study of facility requirements of the College. The Board shall make recommendations concerning suitable sites and facilities including housing, if any, for faculty and students. The recommendations made by the Board concerning sites and facilities shall be considered by the Governor in consultation with the Board and the Marianas Public Land Corporation, and the Governor shall make a

determination and designation of site, with the approval of the Marianas Public Land Corporation, and facilities subject to the overall needs of the Commonwealth Government for office facilities. Pending the formal designation of facilities for the College, the Governor and the Department of Education shall obtain, as necessary, and provide facilities for temporary occupation and use by the College.

- Section 9. Interagency Cooperation. The College and other agencies and instrumentalities of the Government of the Northern Mariana Islands shall work closely and cooperate in the development, implementation, and operation of the College's programs.
- Section 10. Designation of College as State Agency for certain Federal Programs. The College is hereby designated as the state agency of the Northern Mariana Islands for federal grants for postsecondary education programs.
- Section 11. Interacademic Cooperation. The College is authorized to enter into such agreements as it shall deem necessary or appropriate, consistent with its mandate and purposes, with other institutions of higher learning.
- Section 12. Transition. The incumbent Higher Education Coordinator shall serve as Acting Dean until such time as the Governor appoints a permanent Dean pursuant to Section 5 of this Executive Order.
- Section 13. Transfer of Functions, Funds, and Programs. The following functions, programs, funds, personnel, and properties are hereby allocated and transferred to the College:
- (a) Funds available pursuant to Article III, Section 9(a) of the Constitution at the levels of Sections 1(n)(4), 2(b)(4) and 10(c) of Title II of Public Law 2-1; Provided, that the Department of Education shall retain for elementary and secondary education curriculum development, the level of the amount of funds appropriated and obligated for elementary and secondary education curriculum development in FY 1980 from funds appropriated by Public Law 2-1, Title II, Section 1(n)(4);
- (b) Funds and programs relating to teacher training, adult and vocational education, education information center, higher education, student services and scholarships and any programs funded by the United States Government for higher, adult and vocational education.
- Section 14. Severability. If any provision of this Executive Order or any rule, regulation, or order promulgated

hereunder, or the application of any such provision, rule, regulation, or order to any person or circumstance shall be held invalid, the remainder of this Executive Order, or any rule, regulation, or order promulgated pursuant thereto and the application of such provision, regulation, rule, or order to persons or circumstances other than those to which it is held invalid shall not be affected thereby.

Section 15. Inconsistent Provision of Laws, Rules or Regulations. Public Law 1-8, Chapter 14, Section 10; Public Law 1-9, Section 3; Public Law 2-1, Title II, Sections 1(n)(4), 2(b)(4), 10(c) and 10(d); Public Law 1-32, Title III, Chapter 6 of the Saipan Hunicipal Code; Tinian Municipal Ordinance 1-71; Rota Municipal Ordinance 1-71; 61 Trust Territory Code, Section 8(k) and those portions of Executive Order No. 18 relating to the use of Covenant training funds, are hereby superseded by the provisions of this Executive Order upon its effective date.

Section 16. Effective Date. This Executive Order shall take effect 60 days from its submission to the Legislature unless specifically modified or disapproved by the majority of members of each house of the Legislature.

-Mirlek 12, 1981

CARLOS S. CAMACHO
Covernor, Northern Mariana Islands

- excerts from PUBLIC LAW 3-43 as related to NORTHERN MARIANAS COLLEGE

APPENDIX B-3

LEGISLATION - Public Law 3-43, 19 January 1983

(b) Postsecondary and adult education should be available within the Commonwealth to the extent justified by need and resources, and where postsecondary education is not available within the Commonwealth, financial assistance should be provided for off-island study in keeping with need, resources, and ability.

Section 103. <u>Principles</u>. The public school system, at the college level shall be established and organized by law and pursuant to regulations issued by the Board or their authorized designees.

The Board shall establish the philosophy, including goals and guiding principals, under which the College shall be organized. The President shall serve as authorized agents of the Board, implementing the philosophy, goals, and guiding principles of the Board.

Section 104. Definitions.

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- (a) "Adult Education" means education for persons older than the normal age for attending public school.
- (b) "Board" means the Board of Education and the Board of Regents.
 - (c) "College" means Northern Marianas College which shall serve as the State College for the Commonwealth.
 - (d) "Department" means the Department of Education which shall serve as a State Department of Education for elementary and secondary school programs.
 - (e) "Elementary Education" means grades one through six.
 - (f) "Higher Education" means courses of instruction for persons who have completed high school or its equivalent and which lead toward a college or university degree.
- (g) "President" means the President of the Northern MarianasCollege and the Chief Executive Officer for the Board of Regents.

CHAPTER II. ORGANIZATION OF EDUCATIONAL SERVICES

Section 201. Board of Education/Regents.

(a) There is hereby established a Board of Regents, consisting of nine voting members, five of whom shall be parents of students attending public schools, to be appointed by the Governor with the advice and consent of the Senate. The Presider of the College may petition the Legislature to create a separate Board of Regents for the College in the even that a separate Board of Regents becomes necessary to further the best interests of the College.

No person shall be appointed as a voting member of the Board who is not a qualified voter. Two members shall be from Rota, two members shall be from Tinian, and five members shall be from Saipan and the islands to the north of Saipan. At least one member shall be a woman and at least one member shall be of Carolinian descent. At least one member shall be from the private sector, and at least one member shall be a teacher employed by the Department of Education. In addition, the Governor shall appoint, with the advice and consent of the Senate, one (1) student attending a school in the Commonwealth who shall be a nonvoting ex-offic member of the Board.

- (b) The members of the Board shall serve staggered terms of four years.
- (c) The members of the Board shall receive compensation for meetings actually attended at a rate set by the Board, pursuant to budgetary allocation. If a member is currently employed by the Commonwealth he shall receive in lieu of compensation his regular salary under administrative leave status. Such member shall receive compensation at the rate set by the Board for meetings during other than regular working hours when administrative leave would not apply. Members shall be reimbursed for reasonable and necessary expenses at established Commonwealth Covernment rates for meetings actually attended.
- (d) Any vacancy caused by death, resignation, removal, or otherwise shall be filled for the period of the unexpired term in the same manner as the original appointment.

Section 202. Board of Education/Regents: Meetings.

(a) Meetings of the Board shall be open and held at a regular time and place at least once every 3 months. Special meetings may be called by the Chairman or by a majority of the Board members. All meetings shall be open, except when personal matters affecting the privacy of an individual are considered. The Board may, on its own

initiative, c at the request of the individual involved, considers such matters in closed session; however, any official action resulting therefrom shall be acted upon in an open meeting.

(b) A Chairman and Vice-Chairman shall be elected by a two-third majority vote of the members of the Board.

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- (c) The presence of 6 members shall constitute a quorum for transaction of business at any Board meeting.
- (d) In the absence of a quorum where the Board has the responsibility to act, or in the absence of Board policy, the Superintendent, in the matter of elementary and secondary programs, or the President, in the matter of postsecondary programs, shall have the authority and responsibility to take appropriate action, subject to the review of the Board.

Section 203. Board of Education/Regents: Powers, Functions, and Duties.

The Board shall have the following powers, functions, and duties:

- (a) To formulate policy and exercise control over the College through the President;
- (b) To establish and revise as necessary on its own or through its agents all rules, regulations, and policies for the operation of the College and the Board including policies relating to the appointment, and removal of teachers and administrative personnel;
- (c) To establish and approve curricula and courses of instruction and administrative policies of the College;
- (d) To recommend to the Governor the annual budget of the College for inclusion in the Governor's budget pursuant to Article III, Section 9(a) of the Constitution;
- (e) To propose appropriate legislation and to make recommentions to the Legislature on policies governing the usage of English, Chamorro, and Carolinian languages in the public and non-public schools;
- (f) To accept on behalf of the College gifts, grants, donations, bequests, and other contributions;
- (g) To authorize the awarding of diplomas and certificates to students of the public school system and the College;
 - (h) To approve long-range plans for the orderly development,

reluding the building needs, of the College;

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- (i) To establish and maintain, in consultation with the Department of Finance and Public Auditor, trust funds for student assistance, and the College into which shall be placed funds received by means of contracts, donations, special projects, fees, tuition, bequests, gifts, appropriations, and other contributions;
- (j) The members of the Board shall be the Trustees of the Trust Funds and shall administer them in accordance with the terms under which the funds are received. The funds shall be administered separate from appropriated Commonwealth funds. The Trustees shall be held to strict standards of fiduciary care:
- (k) To establish policy for and to administer financial assistance for the postsecondary education of Commonwealth students. No financial assistance shall be awarded to an applicant without approval of the Board or a special committee created by the Board to act upon applications for financial assistance;
- (1) To acquire property by lease, option, purchase, or otherwise as necessary for the operation of the College, and to dispose of the same in any manner which is now or may hereafter be provided by law; provided that, any transaction involving public property shall, when necessary, be done in coordination with the Marianas Public Land Corporation;
- (m) To establish and provide for the collection of tuition and other fees for courses of instruction and for the use of facilities and special services of the College;
 - (n) To adopt official seals of the College;
 - (o) To act in its own name with respect to federal programs;
- (p) To establish the certification standards for all professional positions within the College;
 - (q) To grant charters to non-public schools:
- (r) To report on its affairs to the Governor and the Legislature on or before June 30 of each year;
- (s) To establish student disciplinary procedures and guidelines for student rights and responsibilities; and
- (t) To perform all acts as may be necessary to carry out

the purpose f this Act.

Section 208. <u>College</u>. There is hereby established the Northern Marianas College as a non-profit public corporation which shall be the state education agency for higher education and adult education programs. The College shall be headed by the President appointed by the Board of Regents.

Section 209. <u>Purpose of the College</u>. The purpose of the College is to fulfill the mandate of paragraph (b) of Section 1 of Article XV of the Constitution of the Northern Mariana Islands and to meet the needs of the Commonwealth for postsecondary education.

The College shall, to the extent possible within the limits of Commonwealth or federal resources:

- (a) provide degree aimed programs and courses for credit and certificates, and to provide community higher and adult basic education. These programs and courses shall offer vocational and general education.
- (b) provide coordination for training and education programs and services currently being provided to adults and the out-of -school youth of the Commonwealth by various public and private agencies.
- (c) be the designated land-grant college for the Commonwealth and provide training, research, and related extension services as provided for in land-grant legislation.
- (d) provide and coordinate with the Department of Education, educational support services including, but not limited to, career and academic counseling, library services, audio-visual and other study resources, and cost effective use of site, personnel, and educational systems.
- (e) conduct and support research relevant to the needs of the Commonwealth to the degree funding is available particularly as relevant to assessing ongoing training and education needs.
- (f) administer and provide services related to postsecondary student financial assistance provided by governmental and other sources.
- (g) serve as the designated agency of the Commonwealth in all matters concerning postsecondary education and other adult training and education needs of the Commonwealth.
- (h) serve as a testing center.

(i) provide other college related activities as determined 2 by the Board and as financially feasible. administer and provide services related to postsecondary 3 4 student financial assistance provided by the federal and community 5 governments and other sources. Section 210. President: Appointment. 6 7 (a) The Board shall appoint a President who shall serve as 8 the Chief Executive Officer of the College. 9 (b) The President shall serve at the pleasure of the Board. 10 for a term of 3 years and salary to be determined by the Board. 11 The Board shall establish the duties of the President 12 and other corporate officers of the College as it determines are 13 necessary. 14 (d) The President shall be subject to the qualifications 15 enumerated in Section 205(c). 16 Section 211. President: Powers, Functions, and Duties. The 17 College President shall direct the operation and general administration 18 of the College in accordance with this Act and in conformity with the 19 policies established by the Board. The President shall exercise all 20 powers, including rule-making powers, delegated by the Board to carry 21 into effect the policies of the Board. Section 212. Institutional Cooperation. The College is hereby 22 23 authorized to enter into agreements and contracts, consistent with its 24. purposes, with other institutions of higher learning. 25 Section 213. Interagency Cooperation. The College, the Department 26 of Education, and other agencies and instrumentalities of the Government 27 of the Northern Mariana Islands shall work together in the cooperative 28 development, implementation, and operation of the programs of the College and the Department. 29

CHAPTER III. INSTRUCTIONAL PROGRAM

Section 301. <u>Establishment of Instructional Policies</u>. The Board shall establish instructional policies that address the needs of the Commonwealth.

Section 303. <u>Post Secondary</u>. The Board through its agent, the President of College, shall establish and provide such academic and

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vocational contained programs as are appropriate and beneficial to student of post secondary and higher education, and which shall serve the needs of the community.

Section 304. Student Records: Right to Access.

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- (a) Parents of currently enrolled or former students and students who have attained the age of 18 or are attending an institution of postsecondary education have an absolute right to access any and all student records related to their children or themselves which are maintained by public or private schools.
- (b) The Board shall adopt procedures for the granting of requests by these persons for copies of all students records or to inspect and review records during regular school hours; Provided, that the requested access shall be granted no later than 5 days following the date of the request. Procedures shall include the notification of the location of all official student records, if not centrally located, and the availability of qualified personnel to interpret records where requested.

CHAPTER V. COLLEGE OPERATION

Section 501. Property. The Board shall adopt policies for the proper management, acquisition, and control of property and facilities.

CHAPTER VII. NON-PUBLIC EDUCATION

Section 701. Procedures for Establishment.

- (a) Any person or institution desiring to establish or operate a non-public school or educational program within the Commonwealth for higher education shall submit an application for a charter to be issued and approved by the Board.
- (b) The application shall contain the name of the applicant, the proposed location of the school or program, the proposed language and courses of instruction, a summary of the financing of the school or program, and such other information as may be required by the Board.
- (c) The applicant shall satisfy the Board that the proposed school or program meets standards of the Commonwealth for curriculum, building safety, health, sanitation, and any other applicable standards that may be required by the Commonwealth or the Board.
 - (d) The Board shall have no more than three months from date

of receipt or the application to approve or disapprove a charter, school or program shall be monitored by the Superintendent or President as appropriate, to ensure the school or program is complying with its charter.

19.

32.

(e) The Board, after notice and opportunity for hearing, may suspend or revoke the charter of any non-public school if in its judgement the holder has violated the terms of the charter or is otherwise not providing the education required by its charter.

Section 702. Government Assistance to Chartered Non-Public
Schools. Students attending chartered non-public schools in the
Commonwealth are entitled to receive from the Commonwealth Government
equal benefits with public school students in the areas of transportation,
textbooks, testing services, medical and nursing services, and food
service programs; Provided, that the government assistance is delivered
in such a way that it does not violate the Constitution or federal law.

CHAPTER VIII. TEACHER & LIBRARIAN CERTIFICATION & EVALUATION.

Section 801. <u>Teacher and Librarian Certification</u>. No person shall serve as a teacher or librarian in any public school in the Commonwealth without first having obtained a certificate from the Board, in such form as the Board determines. The qualification requirements for such certificate shall be determined by the Board.

Section 802. <u>Evaluation and Assessment of Performance of</u> Certificated Employees.

- (a) The Board shall establish a uniform system of evaluation and assessment of the performance of all certificated personnel within the College. The system shall involve the development and adoption of objective evaluation and assessment guidelines.
- (b) The Board shall evaluate and assess certificated employee competency as it reasonbly relates to:
 - The progress of students toward the established standards;
 - (2) The performance of those non-instructional duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Board; and

(3)	The	establ	ishment	and	mainte	nance	οľ	ล	s u i	tab	ile
learning	envir	ronment	within	eacl	schoo	١.					
(c) Not	hino	in this	coctio	n e l	111 ha	cons	t cur		26	in	212

(c) Nothing in this section shall be construed as in any way limiting the authority of the Board to develop and adopt additional evaluation and assessment guidelines or criteria.

 Section 803. Certificates: Revocation. (a) The Board may revoke any certificate after issuance thereof when the holder has committed a material deception or fraud on his application. Any person committing such material deception or fraud shall be guilty of a violation of this section, and upon conviction shall be fined not more than 100 dollars.

- (b) The Board shall adopt and issue rules and regulations concerning the duties and discipline of certified personnel within ninety days after this Act becomes effective.
- (c) The Board may revoke or suspend the holder's certificate for immoral conduct, unprofessional conduct, incompetency, or for defiance of and refusal to obey the rules, regulations and laws regulating the duties of certified personnel. Any suspension shall not be for more than one year.
- (d) Whenever the holder of a certificate has been convicted of any criminal offense, the Board shall suspend the holder's certificate.
- (e) Prior to suspending or revoking any such certificate, the Board shall give the holder 20 days notice of the proposed action specifying the reason therefore, and provide such holder and opportunity for a hearing wherein such holder shall have the right to be represented by counsel, cross-examine witnesses and produce testimony on his own behalf. Within 20 days after the Board's final decision, such holder may appeal to the Commonwealth Trial Court, and the standard for judicial review shall be whether such decision is supported by substantial evidence on the record made before the Board, taken as a whole, and the facts in question shall not be subject to trial de novo.

CHAPTER IX. MISCELLANEOUS

Section 901. Transition Provision.

(a) The President or Acting President of the Northern

Marianas Coline shall serve as Acting President of the College until 1 such time as the Board of Regents selects a College President pursuant 2. to Section 210 of this Act. 3 (b) The present numbers of the Board of Education shall. 4 serve out their present terms. When these present terms expire, new 5 members shall be appointed pursuant to Shotion 201 of this Act. 6 (c) The present Chairman and Vice Chairman of the Board 7 of Education shall serve until such time as the Board of Education 8 established by this Act shall select a Chairman and Vice Chairman 9 pursuant to Section 202 of this Act. 10 Section 902. Authorization for Appropriation. There are hereby 11 authorized to be appropriated such funds as may be necessary to carry 12 out the purposes of this Act. 13. Section 903. Effective Date. This Act shall take effect upon 14 its approval by the Governor, or upon its becoming law without such 15 16 approval. 17 18 19 20 21 2.2 BEHJABUT, HANGLOGA BENTONO K. FITTAL 2: Speaker of the House Acting President of the Senate 21/ 25 ATTEST: 26 27 28 29 TUBACTO E. QUICIVICHO HERBERT S. DEL ROSARIO Senate Legisladive Secretary Chief Clerk 30 31 32 33 34 35 PEDRO P. TERORIO Covernor Commonwealth of the Borthern

Martana Islands

APPENDIX C.

SELECTED INFORMATION ON NMC, 1979-1983

Higher Education Questions Porter June, 1979

-people employed with specific needs

-graduating high school seniors

-adults interested in increasing

Matters to be considered if a college is planned for the Northern Marianas

- 1. Type of Education
 - a. Two years of basis training with an AA degree
 - b. Four years on a cycle design with a BA in a high priority area that would have enough population to fill classes
 - c. Special interest areas based on surveys-academic areas (is there a need for some MA courses?)
 - d. Non academic type courses based on interest and need.
 - e. a combination of the above
 - f. other
- 2. Population to be served
 - a. teachers and education staff
 - b. government employees
 - c. Northern Marianas Citizens

 - d. All people residing in the Marianas e. All people interested, possibly seeking people not currently in the Marianas
 - As funds are often connected with specific needs and groups of people and
 - as the staffing needs of a college directly relate to the size of the population to be served, this question is vital to all planning.
- 3. Credits and Accreditation
 - a. What is required and necessary for accreditation?
 - b. How would credits be assigned
 - -by the N. Marianas (accredited or not accredited?)
 - -by another institution not leading to a degree
 - -by another institution leading to a degree(can a person get a degree not attending a campus?)
 - -by a group of institutions
 - .c. Other
- 4. Legal and Federal Requirements
 - a. What local laws would effect a college?
 - b. What local laws would be needed?
 - c. What federal laws effect a college?
 - d. What laws effect a college if it receives federal funds? for example, non-discriminatory acts, privacy act, "sunshine law", building design codes, equal opportunity, etc.
 - e. Other
- 5. Curriculum Design
 - a. What skills are needed in the Northern Marianas
 - b. What is expected and required by employers in terms of a degree in order for a person to be hired.
 - c. What has already been offered and how effective has it been?
 - d. What types of programs are needed- Academic and Transfer programs?
 - Occupational Programs?
 - Community Service Programs?
 - -Credit for life experiences?
 - e. What will be the level of instruction?

Higher Education Questions Porter June, 1979

f.Delivery System - day, evening, weekends, or a combination -length of courses -time of year courses to be offered -length of classes -class size g.Level of Instruction 6. Personnel aWhat staff would be needed to do the scope of work? b. What would the job descriptions of those people be? c. Are people available locally or must they be brought in? d.What types of professors will be needed and at what cost? e. Will they be part time, full time or both? f.Will they be currently connected with colleges? gCan people on island teach courses for other colleges and if so to what extent? e. What is desired by the people taking the courses? -language and cultural background of professors -many different people or the same people repeating courses f.Possible staff(director, secretary, registrar, public relations, translator, instructors, fund researcher, counselor, tutors, job placement) 7. Facilities a. Government buildings used at night, is that satisfactory? b. What facilities are available during the day? c.Is a building currently available or will be becoming available? d. Is it feasable to build a facility? e.Are study rooms needed? f. What type of library facilities are needed? g. Do the professors need offices(if visiting or permanent?) h. What office space is needed? i. Are specific facilities needed for specific types of courses, for example, the hospital for a medical courses? j. What type of equipment will be needed? k. Is a computer advisable? 1. Other

- 8. Management Design
 - a. How will curriculum be determined, implemented and evaluated?
 - b. How will personnel be identified, screened, hired, orientated, evaluated?
 - c. How will be budget be determined and be cost effective?
 - d. What will forms and proceedures be for record keeping?
 - e. What will forms and proceedures be for communication?
 - f. How will student selection and registration be done?
 - g. Other (probably many other aspects of this area to be considered)

Higher Education Questions Porter June, 1979

9. Support Services

a. What type of support is needed in addition to just offering courses and where can that suppport be found?

10. Media use

- a. Can radio or T. V. be used for help instruction? Satellita?
- b. What materials or tapes areavailable or would they have to be made?
- c. It is cost effective?
- d. What equipment would be needed and could it be maintained?
- e. How would students respond?
- f. Other

11. Public Information and Relations

- a. How would this relate to Adult Basic Ed, CETA and other departments?
- b. Would a catalog be needed?
- c. Would a faculty or student handbook be needed?
- d.What would be student grievance proceedures?
- e.What would be emergency proceedures?
- f. What advisory committees would exist?
- g. What role would the board have?
- h.Other

12. Research

- a. Would research be part of the aim of the college?
- b. If so, what type and how?

13. Financial

- a. How have courses been funded in the past? b. What are possible sources of funds?
 - -state
 - -federal
 - -tuition
 - -foundations
 - -grants
 - -private donations
 - -business donations
 - -exchange or free assistance such as graduate students from other universities doing research, Fullbright Scholars, employees released from work to instruct.
- c.Prepare a sample budget. Cost effectiveness study.

note- the average cost of a six week course of 25 students for which a professor is brought in is over \$250 per student. We currently charge \$30 to each student, grants and the government paying the rest.

Higher Education Questions Porter June, 1979

- 14. Immediate Training Needs
 - a.School Board
 - b.Legislature
 - c.Public
 - d. Education Staff and Other Departments
- 15. What Universities are interested in working with us and what are the advantages and disadvantages of each?
- 16. What specifically are funds that we may apply for and what are the regulations and what is needed for each?
- 17. What will be the cultural impact of courses held on island? On women? On the young? On the old? On men?
- 18. What Data currently exists that can be used for this report?
 - a. Census report?
 - b. Transition team report?
 - c. Hay Associate Report?
 - d. 0: x?
- 19. What will be the future effects of the different actions that might be taken?



THE SENATE SECOND NORTHERN MARIANAS COMMONWEALTH LEGISLATURE

P.O. Box 129 Saipan, Mariana Islands 96950

Phone: 6534/6539

PRESIDENT Pedro P. Tenorio

VICE PRESIDENT Benjamin T. Manglona

FLOOR LEADER Joseph S. Inos

MINORITY LEADER

ROTA Julian S. Calvo Josephs S. Inos Benjamin T. Manglona

SAIPAN AND ISLANDS NORTH Herman R. Guerrero Froilan C. Tenorio Pedro P. Tenorio

TNIAN AND AGUIGUAN Scrafin M. Dela Cruz Hohn U. Hofschneider Ignacio K. Quichocho

SUBPOENA DUCES TECUM

To: Mrs. Kit Porter Acting Dean Northern Marianas Community College Saipan, CM 96950

PURSUANT TO THE AUTHORITY VESTED IN THE SENATE OF THE COMMONWEALTH LEGISLATURE AND ITS COMMITTEES (Article II, Section 14(b) of the Northern Marianas Constitution and Rule 12, Section 1 of the Official Rules of the Senate) YOU ARE HEREBY ORDERED TO PRODUCE ANY AND ALL DOCUMENTS REQUESTED HEREWITH;

- 1. List of all pending applicants for scholarship students.
- 2. List of all disapproved applicants for scholarship students.
- 3. A copy of the allotment advise for scholarship funds pursuant to Public law 2-22.
- 4. A copy of the allotment advise for scholarship funds not pursuant to Public law 2-22.
- 5. Minutes or journal of official business transacted by Board '

RESOLVED FURTHER, THIS REQUEST BE SUBMITTED TO THIS OFFICE NO LATER THAN 4:30 p.m., September 18, 1981, (Friday).

FAILURE TO PRODUCE THE COMMANDED MATERIALS ABOVE MAY SUBJECT YOU TO AN ARREST BY THE NORTHERN MARIANAS COMMONWEALTH ... POLICE.

Issued on this 18th day SEPTEMBEK, 1981

Sen. Joseph S. Qhalrmin

Jackciary, Government & Law

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

OFFICE OF THE SUPERINTENDENT DEPARTMENT OF EDUCATION SAIPAN, CM 96950

MEMORANDUM

TO : Superintendent of Education

DATE: 4/8/81

FROM : Acting Dean, NMCC

SUBJECT: Response Plans to Executive Order No. 25

Following is a plan to prepare for the implementation of Executive Order No. 25 which may take effect May 12. Please notify me of any additional matters that should be considered. \vdots

I. Time Line

April 1 - Make staff assignments.

April 1 - Request for Board meeting prior to May 12.

April 8 - Submission of plan for preparation.

April 15 - Assigned staff reports collected.

April 22 - Submission of first draft of completed plans,

policies and procedures.

April 22 - TASK Force meeting.

May - Board meeting.

Following- Adjustments - implementation.

- II. Mandate, Powers, Duties, Purposes and concerns in Executive Order.
 - Provide college credit program.
 - Provide continuing education.
 - Research
 - Financial aid
 - Career counseling
 - Academic counseling
 - Library services and other.
 - Audio visual resources and other.
 - Community services
 - Plan Post Secondary Programs.
 - Organize Post Secondary Program.
 - Administer Post Secondary Programs.
 - Assist students to attend post secondary programs out of Commonwealth.
 - Develop, consolidate, administer vocational programs.
 - Consolidate, administer student final assistance.
 - Train Civil Service Personnel.
 - Private Business training for local economy.
 - Prepare citizen for entry into American Political Family.
 - Prepare 2 years transfer program for post secondary.
 - Provide para/professional technical training.
 - provide adult education.

III. Brief summary of methods, type and programs.

Delivery Method

Type

Credit

Accredited

Certificate

No credit

Programs (Training)

Traditional courses

T.V. courses

Satellite courses

on-the-job training

CLEP (college level exam) Correspondence courses

Evaluation - past - experience

Individual learning Independent study Home study kits

Fellowship

Workshops Inservice

Off-Island training Credit by exam Internship

Teacher training

Civil Service employee training

CETA

Adult Basic Education Health training Vocational training Community services Transfer basic program

Continuing Education Para professional/technical train

Private business training

Prepare American Political Family

IV. Identified areas of preparation (random order).

Information on the following will be prepared to present to the Board. These items are in a random order. Materials will be presented to the degree we have it available or a plan will be presented for completing the task.

- Description of purpose
- Philosophy
- Summary of survey data available.
- Decision as to additional planning data needed (General, Government and High School).
- Advisory citizen committee establish.
- Survey of interests at high school.
- Survey of need/interest community.
- Determin priority needs.
- 1 year/5 years/10 years Curriculum plan for courses.
- Transfer plan
- Graduation requirements
- Catalog
- Accreditation plan
- Enrollment projection
- Budget
- Fund raising plan (Federal, Contribution, CNMI budget and foundation).
- Accounting procedures
- Purchasing procedures
- Office procedures
- Insurance
- Public relations plan
- Lecture/concert program
- Publications
- Patrons club
- Board
- Legislation
- Travel plan
- Coordination other colleges
- Intergovernmental cooperation

-3-

- Research
- Class size policy
- Library plan
- Evaluating instructors plan
- Staff development
- Scheduling
- Instructor selection procedures
- Admission/probation/retention
- Tuition
- Bulletin
- Advertisement
- Data collection
- Student handbook
- Registration procedures
- Student record keeping
- Counseling program
- Testing program
- Student loan/scholarship
- Financial aid
- Calendar
- Bookstore
- Organizational chart/job description
- Salary plan
- Maintenance plan
- Faculty manual orientation/obligations
- Site facilities/needs
- Course development procedures
- Grading procedures
- Current equipment inventory
- Adopt seal
- Operating policies/procedures
- Administration/Board relationship
- Community College Trust Fund plan - Central filing system
- Evaluation
- Degree design

Kit Porter

ISSUES CONCERNING LEGISLATION

HOUSE BILL 247: RESPONSE TO ISSUES.

Can the Commonwealth afford a college? Section 102 of the bill is careful to limit the degree to which postsecondary education can be considered a mandatory provision by saying, "Postsecondary and adult education should be available within the Commonwealth to the extent justified by need and resources". It is also careful to include the financial aid role of the College saying that, "where postsecondary education is not available within the Commonwealth, financial assistance should be provided for off-island study in keeping with need, resources, and ability." This legislates two important debates in connection with the college, one that financial assistance should be tied to postsecondary education not being available and two that financial aid should be tied to need, resources and ability.

Should there be one Board for all levels of education or should there be one just for the college? Section 201 designates the same group to be the Board of Education/Regents with the provision that, "the President of the college may petition the Legislature to create a separate Board of Regents for the College in the event that a separate Board of Regents becomes necessary to further the best interests of the college". Concern had been expressed that it would be too much work for one board to deal with both agencies or that competition might exist between two boards. It was also recognized that close coordination was needed between educational agencies on the island. The Accreditation Association was concerned that a Board appointed by the Governor might be too political and had asked if the resignation when a new Governor came in would be a pattern or if the staggered provisions in the law would hold. It the end, the desires of the current Board were followed and they remained responsible for all education.

Can the college administration have enough power to act? Section 202 was an important addition saying that, "in the absence of a quorum where the Board has the responsibility to act, or in the absence of Board policy,... the President in the matter of postsecondary programs, shall have the authority and responsibility to take appropriate action, subject to the review of the Board." Cases had come up in the past where it was impossible to get the Board together and it had been used as a reason for not taking action. The desire was to avoid this situation, particularly in the case where a Board resigns in response to an election.

Would the College have control over its own finances and personnel policies or would the Commonwealth government? Provisions in section 203 establish a trust fund for student assistance and the college for funds coming from such sources as fees, tuition, and

appropriations. It allows the funds to be administered separate from the Commonwealth funds. This had been quite an issue and it was only under the stress of the audit report required by the Accreditation Association and the special record keeping services needed for colleges that the Department of Finance was willing to let go. Some legislators wanted all collected funds to go into the general fund to later be appropriated. The provision to make the college a corporation had been dropped.

Another controversial issue had been whether or not the personnel would be included in the civil service plan of the Commonwealth. In fact, this was one of the matters which held up the legislation at an early stage. I was opposed to the current system of having different pay scales and benefits for U.S. nationals, locals and third country nationals and wanted the college to have one pay scale for all professors and staff based on qualifications and the job to be done. This was contrary to the Commonwealth system and the Director of Personnel, a powerful person, opposed the college if it was not part of the system. The provision making the college in charge of its own finances gave the college the option of being part of the Commonwealth system or separate. Again, it was not certain what would be the best direction; a retirement system had been implemented resulting in some staff wanting to remain Commonwealth employees. A legal consideration had been the possibility of a suit if there were not equal pay and the possibility of losing federal funding.

What should be the purpose of the college? The debate concerning the purposes of the college centered around how all encompassing they should be. Public Law 3-43 established the purposes of the college as follows:

Section 209. <u>Purposes of the College</u>. The purpose of the College is to fulfill the mandate of paragraph (b) of Section 1 of Article XV of the Constitution of the Northern Mariana Islands and to meet the need of the Commonwealth for postsecondary education. The college shall, to the extent possible within the limits of Commonwealth or federal resources:

- (a) provide degree aimed programs and courses for credit and certificates, and to provide community, higher and adult basic education. These programs and courses shall offer vocational and general education.
- (b) provide coordination for training and education programs and services currently being provided to adults and the out-of-school youth of the Commonwealth by various public and private agencies.

(c) be the designated land-grant college for the Commonwealth and provide training, research, and related extension services as provided for in land-grant legislation.

(d) provide and coordinate with the Department of Education, educational support services including, but not limited to, career and academic counseling, library services, audio-visual and other study resources, and cost effective use of site, personnel, and educational systems.

(e) conduct and support research relevant to the needs of the Commonwealth to the degree funding is available particularly as relevant to assessing ongoing training and educational needs.

(f) administer and provide services related to postsecondary student financial assistance provided by governmental and other sources.

(g) serve as the designated agency of the Commonwealth in all matters concerning postsecondary education and other adult training and educational needs of the Commonwealth.

(h) serve as a testing center.

(i) provide other college related activities as determined by the Board and as financially feasible

(j) administer and provide services related to postsecondary student financial assistance provided by the federal and community governments and other sources.

What should be the qualifications of the president? Determining the qualifications of the president had been debated from statements that qualifications should be totally up to the Board to that they should be determined in detail in the Bill. The compromise reached in section 210 was that qualifications are designated but flexible.

Should the College be able to enter into contracts with outside agencies? Sections 212 and 213 allow for institutional cooperation and interagency cooperation. It was important that the college have these powers, often reserved for the administration, in order to have the benefit of cooperative arrangements. It was also felt that the college would be able to receive international gifts the Commonwealth was limited in accepting.

What agency should be responsible for there being a library? Section 214 provides for the establishment of a Commonwealth library within the Department of Education. The college was not in favor of this provision. It recognized that the island was too small to have multiple libraries but did not feel that the DOE had proven its ability to be responsive to college library needs in the past. The college had gone ahead and set up what it needed in spite of difficulty with the DOE

in the past where librarians and space had been promised for summer programs and not provided. The college also felt that it might have access to resources which the DOE did not. Finally, a library is important to college accreditation.

What if other institutions want to be within the Northern Marianas? Section 701 makes provisions for chartering other institutions. This was included because a number of people were attempting to establish private institutions which might or might not have educational value. This was seen as a means of protecting the general population and maintaining some controls within the island. It would be an additional duty for the Board for which no procedures had been set up.

Should teachers be certified? Section 801 and 802 arrange for teacher certification and employee evaluation and assessment. It was designed for elementary and secondary teachers and the college was included because of the joining of the two laws. College teachers may not respond well to these provisions, especially those brought in from outside colleges.

GOVERNANCE

Section 201 designates the same group to be the Board of Education/Regents with the provision that, "the President of the college may petition the Legislature to create a separate Board of Regents for the College in the event that a separate Board of Regents becomes necessary to further the best interests of the college". Concern had been expressed that it would be too much work for one Board to deal with elementary, secondary and postsecondary education or that if there were two Boards competition might exist between them. It was also recognized that close coordination was needed between educational agencies on the islands. The Accrediting Commission visiting team reflected in their report in some detail on the complexity:

The Commonwealth of the Northern Marianas Islands has embarked upon a plan for governance for its educational institutions which is both practical and realistic at the same time highly complex and challenging... This plan offers the advantages of developing a coordinated, articulated educational program from the very earliest years of schooling through college; it offers unique opportunities for sharing resources of all kinds; and it provides the chance for the Commonwealth to receive maximum returns for its financial investment in education.

Achieving these benefits, however, cannot be accomplished by following the line of least resistance. It is more complicated to share the use of something than for each party to have the use of his own private something. It is more complicated to communicate and coordinate than it is to work alone. The problems and complications inherent in this dual responsibility will inevitably flow to the Board.

The Board must require their schools' Superintendent and their college President to work effectively together, and it must require these two individuals to solve most of their problems before they reach the level of the Board, because to the extent that the Board is put in the position, time after time, of having to chose between the college or the school, the cooperation which is implied by a dual responsibility is eroded. The Board must also exercise the courage to treat the two systems differently when their needs are different, maintaining all the while a sense of commitment, fairness and impartiality toward both (Accrediting Commission for Community and Junior Colleges, 1982, 15-16).

NORTHERN MARIANAS COMMUNITY COLLEGE 一场以外 Vocational Training - Tony Quitugua Apprenticeship, Ocean Training and Government Training - Abel Olopai Computer Training - Brian Millhoff Ado. Assistant - Remedio Arriola Admissions & Records - Jean Olopai Att. Assistant - Trinidad Aldan Federal Program Coordinator for ABE - Hilaria Santos

Teacher Training - Joe Guerrero

Programs

Secretary - Gloria Kani Community and Adult Basic Education - Luis Lines

Student Services - Sue Mafnas

Acting Dean - Kit Porter Administration

Financial Aid - Louis Chong

Nursing Training - Reme Tudela

Language Arrs - Patry Murday

Secretary - Vivian Neth

GENERAL INFORMATION

1.

AA DEGREES

to be a reacher in the Northern Marians Elementary Education: A program which meets the certification requirements

and is designed to be transferable into a four-year program.

Resident Commissioner Erwin Canham. In 1981, Executive Order 25 was issued

expanded the purposes of the College.

by Governor Carlos Camacho, which

The first graduation was held in August 1982 with AA degrees awarded in elementary education and liberal

History: The College was established in 1976 by a proclamation issued by

for the person who wishes to start an educational program in the Northern Marianus and then transfer to another Liberal Studies: A program designed college.

Programs planned to start in 1983 are:

Location: NYCC has its main campus on

education from the University of Guam

coordinated by NACC.

studies and BA degrees in elementary

Sappan, the capital island of the Courses and the College of Micronesia and the conformation of the Commonwealth of the Northern Marianas, the College of Micronesia and the Courses are also offered on the Courses are also offered and certificate programs aides, practical nurses and registered nurses. Transferable to University of

Business: A program designed for local administrators with transfer into a BA degree program.

Tourism: A program specifically designed to meet the tourism industry

Business Computing: Modern business technology and data processing are included for the idividual planning to work in these fields.

TANGE provides these services:

the Commonwealth in coordination Evaluation of training needs of with other agencies Evaluation of idividual training needs

transferable in the professional fields, with education and nursing · Degree programs designed to be now a top priority

while remaining in the Commonwealth start work toward a college degree · Programs that allow a student to designed to provide job skills needed in the Commonwealth

education courses to meet the Continuing and adult basic training needs of adults Assistance to students transferring or applying to colleges in financial aid, testing and counselling

· Development of a learning resource center to support learning activities

· Coordination with other colleges to bring special programs to the

.

needs of the Northern Marianas.

Salpan, CM 96950

Address: Further information about the College may be obtained by writing to: Northern Marianas Community College P.O. Box NMCC

to accomodate the working population.

Iinian. The College usually uses course offerings, holding classes in the late afternoon and evening the public school buildings for

MU Que 23 1982 017 UN 11 11 41

NORTHERN MARIANAS COMMUNITY COLLEGE SPRING REGISTRATION-1982

January 6 through 8, 1983 — Saipan

January 11, 1983 — Tinian

January 12, 1983 — Rota

January 17 through 21, 1983 — LATE REGISTRATION

(1-4 p.m. only)

Northern Marianas Community College, Saipan

January 8, 7 3 p.m. — 7 p.m.

January 8 9 a.m. — 4 p.m. ED 450/450G — Topics in Marianas & Western Pacific History 3 Thur & Fri 6:80-8:80 p.m. UOG G. Boughton

ED 492498 - STUDENT TEACHING/INTERNSHIP 6 CREDITS MUST

BE APPROVED BEFORE REGISTRATION.

NU 1914 - MIED/SURG No. 1 (217-3/18) 2 As Schedule UOG

NU 1914 - MED/SURG No. 2 (3/21-26 & WHERE : As Scheduled As Scheduled-4:30-6:30 p.m. UOG Tinian School, Tinian January 11 UOG 6:30-8:30 p.m. GCC Rota School, Rota January 12 Regustration Fee — \$5 all storients — non refundable

Tuttion Fees — Undergraduate Courses

\$5 per credit for all CVMI government employees a teachers,

\$30 per credit for all other students

Graduate Courses

\$15 per credit for all CNMI government employees a teachers

\$15 per credit for all other students

bits. TINIAN COST GE 201 - World Regional Geo. 3 Fri & Sat 6-8 pm-8-12 pm UOG T. Tebuteb CLASS STARTS JANUARY 28 & END MARCH 19, 1983 ROTA Bi 100- Environmental bio-4 Fri 4 Sat 5-9pm & 8-12am UOG Di 100 - Environmental bio 4 Fri & Sat logy**, Roser Ludwick AN 101 - Intro to Anthropo 3 Fri & Sat logy**, Richard Shewman FE 200 - Health & Hygiene** 2 Saturday D, Wiedner plus
185 courte (ev
5230 total fee
Late Registration Fee — \$10 additional charge 3 Fri & Sat 4:30-7:30 pm & UOG 4:30-7:30 pm = 8-11 am 10:30-12:30pm UOG TUITION AND FEES MUST BE PAID IN FULL DURING REGISTRATION, THERE WILL BE NO EXCEPTIONS. CLASSES RUN FOR 8 WEEKS ONLY
 SEE SCHEDULE, CLASSES ALTERNATE EACH WEEK. REFUNDS: Tuition is refundable — Fees are non-refundable unless classes are cancelled by the Community College. Refunds will be made to any person who officially drops a course any time up to and including the fifth day of the semester. Spring 1983 refund period ends January 28th, 1981. HOLIDAYS - NO CLASSES FERRUARY 21 - PRESIDENT'S DAY MARCH 24 - COVENANT DAY RELIGIOUS HOLIDAYS SAIPAN FEBRUARY 6 - ASH WEDNESDAY APRIL 1 - GOOD FRIDAY COURSE NUMBER & TITLE CREDE DAYS TIME INSTITUTION ADULT/VOC - COMMUNITY EDUCATION COURSE CREDITS DAYS TIMES INSTITUTION Basic English A K, Mulroy Basic English B M, Ada GED English B, Torres GED Math Mon - Thur 4:30-6:30 Mon - Thur Mon - Thurs 5:00-7:00 B. Torree
GEO Math
F. Demapan
Chamorro Language A
M. Rosario
Chamorro Language B
M. Rosario
Carolinian Language B
Carolinian Language B
R. Nairhabul
Home Economics: Sewing
C. Concepcion
Home Economics: Cooking
M. Salas
Small Engine Mechanio
J. Masilwamal
Basic Carpentry
J. Sabian
Tyoling I (Beginning)
H. Mulroy
Hustroy
Hustr 7:00-9:00 6:00-8:00 6:00-8:00 Sat 8-11:00 a.m. 9.4 8-11:00 a.m. Sat 8-11:00 a.m. GCC II. Mulroy
Business Math 3
J. Flores
Civies (NMI Constitution) 8
M. Tudels 3 Sat 1-4:00 p.m. NMCC ED 444— Soc/Cult aspects of Ed. 1 | thur & Fn | 3.30-5:30 p.m. | UOG | R. Underwood Sat 8-11:00 a.m. NMCC

Postsecondary Education in the U.S. Territories, Appendix by Urban Systems Research and Engineering, Inc. April 1982

4.2.4 Northern Marianas Community College (NMCC)

DESCRIPTION

History and Governance

NMCC is, in many respects, the youngest PSE institution in the territories.

- In 1976, the resident High Commission established NMCC to coordinate teacher training in the territory.
- In May 1981, the present NMCC came into existence with a more broadly defined mandate; in addition to teacher training, college was to provide vocational and technical training and to dispense financial assistance to students going off-island.

NMCC rests on a vulnerable base of political support.

- The Governor created the college by Executive Order.
- The college has not enjoyed a solid legislative base of support in the past.
- The new governor's transition team has been reconsidering the question of whether the CNMI can and should support a local community college.
- Legislation has recently been introduced to strengthen the college.
- NMCC is currently under the DOE.
 - The Dean is chief executive officer and must submit monthly reports to the Superintendent of Education.
 - These reports, in turn, are sent to the Board of Regents and the Governor.
 - The Board of Regents is the source of most of the college policy.

The college has had some difficulty in getting established.

- Most top administrative personnel are in an acting capacity.
- It has no permanent physical facilities.
- It does not even have a catalogue (but will in Spring 1982).
- It is still a long way from filling the mandate assigned to it.

Postsecondary Education in the U.S. Territories, Appendix by Urban Systems Research and Engineering, Inc. April 1982

VEA also requires unduplicated student count by program;
 GCC may eventually have to restrict registration across programs.

The political future of GCC is somewhat uncertain.

- A sunset provision in enabling legislation means GCC could be dissolved. However, public support for the college is very high.
- A few members of the community are displeased with GCC's attempts to restrict enrollment in the vocational high school.
- GCC is likely to continue, however, given its broad base of political and community support.

Mission and Goals

NMCC was established to help the CNMI adjust to its new commonwealth status. NMCC was explicitly mandated to do the following:

- Offer instructional programs for adults and out-of-school youth.
- Conduct and support research relevant to the needs of the CNMI.
- Provide educational support services, including financial aid, career counselling, academic counselling, and library services.
- Provide community services.

NMCC's mission is unusual relative to other territorial PSE institutions in several ways.

- It has a broad range of responsibilities that were explicitly outlined by the government.
- The assimilation of the CNMI into the American political family is viewed as very important.
- Responsibility for scholarships for off-island PSE is placed with the school.

Accreditation

NMCC is not accredited itself, but it offers accredited contract courses with other institutions.

- The college is very concerned about receiving accreditation so that it can qualify for federal aid.
- Accreditation is unlikely; the absence of a library is the biggest hurdle.

Administration

NMCC has a small administrative staff, only 15 non-teaching personnel.

- Most of NMCC's authorized administrative positions are vacant.
- Most top-level administrators are serving in an acting capacity.
- The reasons for vacancies are linked to CNMI personnel policies: government pay scale and red tape.

NMCC has been involved in planning efforts about whether the college should be established. Formal planning on the college itself and its future is absent -- limited by lack of data, hardware, and

Budget

expertise.

Over half of NMCC's revenues are federal funds, most of which are earmarked for teacher training.

- \$950,000 in total revenues
- 54 percent from federal government
- 38 percent from local government
- 8 percent from tuition and fees
- NMCC has no endowment

Facilities

The college does not yet have any facilities of its own.

 Administrative staff are temporarily housed on Saipan in one small building belonging to the CNMI Food Services Program.

Classes are generally held during the evenings at the Marianas High School on Saipan -- next door to the Food Services building.

- A few adult education courses are offered at the hospital and at the correctional facility.
- Additional courses are offered on the islands of Tinian and Rota in the secondary school buildings.

NMCC has no college library.

- CNMI's entire library system includes a small public library, a high school library, and the DOE office.
- There may be 2500 college-related holdings; it is not clear what or where these volumes are.
- CNMI lacks a card catalogue and a formal acquisition policy.

Faculty

NMCC has no full-time faculty.

- 69 part-time faculty members fall into two categories: those on contract from UoG, GCC, and SJSU; and local residents with other full-time jobs who teach part-time.
- All have at least a bachelor's degree, 33 have master's degrees, and 28 have doctorate degrees.
- Contract teachers generally have the most formal education.
- NMCC has a student:teacher ratio of 10:1.
- The faculty has an average of 10 years' teaching experience.

Data on salaries was not available. .

- Contract instructors are paid according to their educational level; they also receive housing and per diem expense allowance.
- Local instructors receive \$968 per course.

Admissions

NMCC does not have a formal admissions policy yet, but it seems to follow an open admissions policy. All who apply are admitted.

UoG and SJSU courses may have additional restrictions.

Students

NMCC's student body is unique in the territories in several respects.

- All 378 students attend only part-time; most hold full-time jobs.
- Students are generally older working adults (ages 18-56).
- Most of the students are teachers in elementary or secondary schools.
- Most are enrolled in education programs (67.5 percent).
- Freshmen with less than 30 credit hours make up over 50 percent of the student body; sophomores through graduate students make up the remainder.

Cost of Attendance

The only costs students perceive at NMCC are tuition fees and book costs, and these are generally low.

 Tuition fees differ for graduate and undergraduate students and for public and private sector employees.

1.7.

- Undergraduate courses cost \$15/course for all CNMI employees and \$90/course for everyone else.
- Graduate courses cost \$45/course plus a \$185 "course fee" (CNMI employees are not required to pay the additional course fee).
- Most students take only one or two courses per term since they hold full-time jobs.

Financial aid is usually in the form of tuition credits.

- · Most tuition credits are for CNMI employees.
- TTTAP funds subsidize the teachers' tuition credits.

Programs

Most of NMCC's programs are in education and are offered through contracts with other PSE institutions that have accreditation.

Credit

The bulk of NMCC's credit courses are in education. Formal degree programs include the following:

- . A.A. in liberal studies.
- · A.A. and B.A. in elementary education.
- M.A. in Educational Administration and Curriculum Development.
- Other credit courses can be applied toward a Certificate of Achievement.

The A.A. degrees require 60 credits, all of which can be earned at NMCC through contract courses.

UoG offers the only bachelor's degree at NMCC: the B.A. in elementary education.

- Students may spend some time on the UoG campus.
- Students fill out forms called Individual Degree Plans (IDPs) which are sent to UoG for approval.

NMCC has offered M.A. degrees in Educational Administration and Curriculum Development with San Jose State University (SJSU).

- SJSU provides the faculty and curriculum materials
- The degree is awarded by SJSU.

Other credit courses are available, although they are not part of a formal degree program.

- GCC is currently offering several courses in office and business skills.
- Certificates of Achievement are available as an alternative to a formal degree.

Non-credit

NMCC's non-credit courses are currently administered under the Adult Basic Education program.

- Courses are oriented toward improving students' ability to function as productive CNMI citizens.
- Courses include:

English
social studies
science (pre-G.E.D.)
math
bookkeeping
Chamorro
Civics - CNMI Constitution
Japanese

Cooperative Arrangements

Beyond the extensive cooperation for the degree programs with UoG and SJSU, and the courses offered with GCC, cooperative arrangements appear limited.

 With one exception: the Federated States of Micronesia have proposed to send their elementary and secondary teachers to Saipan for training during the summer of 1982.

Services

Student services at NMCC are limited and not yet fully developed.

One person is designated as the student services officer.

 The prospects for accreditation are not good for the near future.

 $\ensuremath{\mathsf{MMCC}}$ is also very concerned about securing some sort of permanent physical facilities.

- The college has already been asked to vacate its present facility, and is hoping for at least another temporary facility.
- · Beyond that, no definite plans are underway.

Expansion of classes is likely to focus on perceived manpower needs for the commonwealth.

- Tentative plans include adding degree programs in nursing, police science, tourism, and voc/tech skills.
- Government officials are likely to press for the expansion of vocational offerings, possibly through contract arrangements with other schools.

APPENDIX D

SELECTED PRESS ON NMC, 1976-1983

PAGE 2 - MARJANAS VARIETY NEWS AND VIEWS - AUGUST 25, 1976

MARIANAS COMMUNITY

SAIPAN- A proclamation h a s been signed by the Northern Marianas Resident Commisaioner creating the formal establishment of an institution of higher learning to be known a s the Northern Marianas Community College. According to a press release r eceived from the Office of the ResCom, the college, to be located on Saipan, has been developed as a result of a series of aspirations by both the elective leaders and the people of the Northern Marianas for t h e establishment of such a post-secondary institution.

The Northern Marianas Community College will b e under the supervision of the Marianas Director o f Education, according to the proclamation, ..a s h.e will be the Acting Director of t h e college until such time as funds are available t o staff the institu- of the student body of establish rules, and regulations phases of t h e operation of t h e college, a n d to negotiate and execute binding formal agreements with other educational facilities tocontractout courses of instruction that are fully accredited until the Northern Marianas Community College becomes .a fully accredited i nstitution itself.

T h e actual. establishment of t h e college became effective August 23, 1976, the date of the signing of the proclamation. Curof Education Jesus Conception, said that the present off-campus summer students now taking courses in Saip a n would be considered the initial core

tion. Along with other the new college. Acimportant tasks, the cording to the press Acting Director is release, Conception given the authority to s a i d that as far as. policies, the college is concerned there is now an which would govern all official postsecondary institution physically located on Saipan and that i t is purely a matter of putting things in their perspective order to allow everyone the recognition of a college existing in their community.

It is certainly evident that the new college will play a n important role in shaping the future of many people of the Northern Marianas, as i t will be opening up new educational opportunities that may have not rent Marianas Director . otherwise been available to them.

We find it interesting and gratifying that the attitude of the people of Guam, and especially the leaders at the University of Guam, have changed 180 degrees in recent months concerning students from the surrounding islands.

Now we want them and are actively seeking them. Before we didn't. It is

admittedly, is based on slightly declining enrollment at UOG. Equally important, however, is a rapidly changing attitude on the part of the people of Guam. We are becoming more involved with the emerging ter-Part of the reason for the change, riteries and nations around us. hat simple.

There was, unfortunately, a long period of "head-in-the-sand" attitude on the part of the Guamanian people islands, that attitude was expressed most bistantly at COG. It was a case of "we're. Americans, and you're not. "It was a case of "we're civilized, concernag those living on other

as more and more islanders come to Guam and as more and more Guamasome of the other islanders are winding up with a better political deal than Guam has that attitude is nians visit the "outer" islands to see undergoing rapid, conscious changes. now the people do live. As it turns out, Thankfull: and you're not.

The snobbery and patronizing at-ifude on Guan seems to be rapidly dissipating, as the realization comes home that there are more similarities among us than differences, and that we all live in the midst of the same

"If the plan is carried out, it can make the difference between a great institu-tion, and a mediocre one," Klotsche for additional emphasis in instruc-tion, research, and public service, and extension of off-campus and offisland educational programs to Palau, the Federated States of One of the recommendations called Micronesia and the Marshall Islands.

Center at UOG.

education programs, and training of students in fields that will translate Committees should be formed at UOG, the group said, to oversee faculty development, promotions, tenure, regional studies programs, off-island into jobs.

Won Pat said: "This is exactly what

American Samoa.

actively seeking students and the support of the educational people in the islands. She has been to Saipan and Ponape several times. She is scheduled to leave again soon to Ponape, newhere she will meet with educational As an example of the changes underway, UOG President Rosa Carter has been out in the districts.

Palau, and Kosrae for the same purpose — to convince the other island leaders that we should be able to work together to solve our higher education Later, Carter will travel to Yap, and government leaders.

At the same time UOG officials are upgrading the dorm facilities to better accommodate students from the outer islands. problems.

The active solicitation of students is a far cry from what transpired on Guam just a few years ago, when T.T.

came from a recent study, made by a group of off-island educators under the direction of Dr. J. Martin

Part of the impetus for this change

lotsche, former chancellor of the

University of Wisconsin.

The payments to UOG

ritories.

the needs in the area, and Congress enacts comprehensive legislation to continue until the new secretary of education completes an analysis of Trust Territory. The payments address these needs.

All over the country competition is keen for students, especially those who are under some type of federal grant. We have witnessed a spectacle of a dozen university and college recruiters from colleges in the Midwest, coming ail the way to Vap, to try to lure students to their schools.

It would make more sense if these students were educated in the Pacific, in the midst of their own lifestyle, in things that they are interested in, such as Micronesian cuiture, fishing. and trepical agriculture

Each Island, quite obviously, can't have the resources or the people to do

would seem best qualified to provide leadership in this area. But it has to be done delicately, without stomping on the sensibilities of the people of the Guam, by virtue of its existing university and its central location,

imagine, some day, that each of the island districts would help provide portant mission to the islands. We can This should be part of Carter's in-

neighbors in the Pacific.

viding a solid educational career for island people, in an island atmosphere, teaching island-related subjects, UOG can, indeed, become a great university. It is vital, however, that we involve the people from the surrounding islands in that plan. We applaud Carler's missions. It is a refreshing change in attitude. JCM. If we gear our efforts toward proand Guam Community College will be based on the number of students enrolled in the number of students enrolled in each from the Northern Mariamas and

Editoria

A few months ago the House of Representatives approved a Won Pat amendment to the Higher Education Part of the credit for the change should come from Rep. A.B. Won Pat, who envisions a genuine Pacific students were harrassed and ignored.

each year to offset the cost of educating students from the Trust Territory, the Northern Marianas and Act which would give Guam \$2 million

have its own university. Each deesn'

other islands. payer have long borne the burders of a payer have long borne the burders of a paying the full cost of educating by young people from other areas in of Micronesia. The tunion they pay has on never appreached the true cost of running our schools. This has led to preedless friction between us and our in mainthore in the Paying. we have been wanting for years and I am very, very pleased that my col-leagues in the House cast their approval for this proposal. Guam tax-

funding for UOG, as well as have seats on the board of regents. Each district should also help choose the material taught at UOG. dopted a Won Pat call to make the self lighter Education Act more flexible of the Gram. Under the proposal, the secretary of education was given the authority to modify all higher education programs for Guam and other is eferitories to better adopt such pro-Earlier, in November, the House grams for the special needs of the terCommonwealth Examiner 19 2 0 12 = 75 day of 34, 1950

Study Says Community College Feasible Here

SAIPAN - A community college on Saipan is "not only feasible, but highly desirable and urgently needed," according to a report by a task force appointed to study the project.

In its feasibility report, the task force found that a large number of adults are receiping some form of post-secondary training and education either here or off-island, but the "existing resources for adult training and education are not organized or used as effectively or cost-efficiently as they could be."

The task force concluded that "the establishment of a community college is justified to consolidate existing adult training and education programs and to enable improved and expanded use of existing resources." The report also noted that this consolidation would need to be gradually implemented along with related legislation and broad community support, and that a community college here would be "economically justifiable using existing financial resources."

The college which the task force envisions would offer a combination of vocational/ technical training, liberal arts courses and adult basic education, with the option of a transfer program for those aiming at a degree, the report says. It would as also be a source of information on careers, academic advice, education and training opportunities and financial aid, the report states.

The task force identified a total of 26 training and education programs operating during 1980, serving an estimated total of 1,000 persons utilizing \$2.5 million in funding from various sources, according to the report. Sources of funding included 69% from direct federal grants, 28% from CNMI government funds, 1% from tuition and other charges, and 2% from other Program participants included adults and out-ofschool youths, and training was held both in and away from the Commonwealth.

The task force found that, while limited data is available regarding CNMI residents in training programs abroad, each year several hundred people do leave the NMI to receive post-secondary education and professional or technical training which in some cases is available here. "Students are sent away in such numbers for some kinds of training and education as would justify conducting the training and education within the Commonwealth," the report states.

The Higher Education Office of the Department of Education has been conducting increasingly substantial programs in the Commonwealth, the task force observed. Their report states that "the summer program represents, in fact, the operation of a substantial community college," but that the operation "has required an increadible amount of piecemealing" and "cannot continue to grow, nor even be maintained at the current level, unless adequate organizational arrangements are made."

The CNMI has established by law that all teachers must be certified by the fall of 1983, which an associate degree expected to be the minimum requirement, the report notes. At present, 82% of elementary teachers and 25% of high school teachers have no degree. The report states that "the needs for teacher training are so great that even by themselves they present a forceful argument for the establishment of a community college within the Northern Marianas."

In terms of employment opportunities, the task force found that "the problem seems to be the lack of a match of the existing labor force with the available jobs." The report continues, "the most practical response to the problem of developing CNMI labor resources seems to require intensifying efforts to improve general education and vocational education.

and strengthening on-the-job and career training to raise norms of work performance."

of work performance."
To determine public support, the task force conducted surveys of employers, employees, and high school seniors. All surveys showed a high degree of public support for a community college with both occupational and liberal arts courses, the task force reported. Ninety-seven per cent of employers surveyed said they would encourage em-ployees to attend, while 55% said they would allow employees to attend during working hours. Eighty-seven per cent employees surveyed said that if there was a community college in the Northern Marianas, they would attend, while 56% of high school seniors surveyed responded positively to the same question.

Both political parties call for the establishment of a community college in their party platforms, and legislation to establish such a college has been introduced in H.R. 2-87. However, the task force found that the proposed bill "does not make adequate and necessary provisions for the kind of community college needed in the Northern Mariana Islands," according to the report.

A second part of the task force report will be prepared to deal with considerations such as the college's organizational structure, funding, facilities available and status of autonomy, the report says.

Members of the governor-appointed task force include: Chairman Joaquin S. Torres, Vice-chairman William Heston, Felicitas Abraham, William Corey, Jesus Elameto, Ray Manglona, Kit Porter and Felicidad Ogumoro. The task force also received advice and assistance from John Salas, Provost of the Guam Community College, and William A. Kinder, Program Officer of the Academy for Education Development, the chairman said.

Task force pushing Marianas college

By FRANK ROSARIO

By FRANK ROSARIO
Daily News Staff
SAIPAN — Gov. Carlos
Camacho should announce
his intent to establish a Northern Marianas community
college and ask for \$400,000
out of next year's budget to
plan and operate it, according
to a task force formed to
study the feasibility a college.
In an interim report submitted to the governor, the

In an interim report sub-mitted to the governor, the task force, headed by Jack Torres, said the governor should assign a small staff to plan the college, employ ex-pert assistance and form an

advisory panel to complete a detailed plan.

It urged the governor to designate a transition period during which adult training

and education programs and post secondary education programs be consolidated.

The report suggested the task force propose legislation through the 'Legislature's Committee on Health, Educa-tion, and Welfare to establish

tion, and Welfare to establish a college.

A bill already in the Legislature does not make provisions adequate for the kind of community college needed in the Commonwealth, the task force said, adding that new legislation should take into account the "unique characteristics" and needs of the com-

and needs of the com-monwealth, it added.

The task force said many people envision a community college as an accredited

degree-granting institution attended by full-time students who have just completed high

who have just completed high school.

"This is not what the task force has in mind," the report explained. The college envisoned by the task force essentially would be an "organized administrative entity to more effectively carry on the diversity of training and education programs aiready being conducted for the Northern Marianas," the report stated. It also stated a formal degree-granting institution cannot be justified for at least a few years, but establishing a college is necessary to consolidate existing adult training programs.

solidate existing adult train-

ing programs.
"The college would...be able to serve the needs of the young, out-of-school adults, whether they graduated or dropped out, by offering a combination of vocational technical training, liberal art courses and adult basic education including prepara-tion for GED high school equivalency," according to the task force report.

29,

Page 2 - COMMONWEALTH EXAMINER - March 27, 1981

NMI Legislature Reviews Ex. Order

SAIPAN - The Commonwealth Legislature is reviewing an Executive Order to establish a Community College of the Northern Mariana Islands to be within the Department of Education but under the direct control and supervision of the Board of Education,

The executive order on March 12 by Governor Carlos S. Camacho has recently been transmitted to the Legislature here for review and that Legislature has until sixty (60) days to either approve or disapprove the order.

Article III of the NMI Constitution provides that any executive order which initiates administrative reorganization and changes existing law shall be transmitted to the Commonwealth Legislature for its review and approval.

Because the order changes existing laws, it is subject to a legislative review and must be approve by majority of both houses of the Commonwealth Legislature.

The order was issued here following recommendations of a Task Force which reviewed and studied the feasibility of establishing a Community College of the Northern Mariana Islands. The Task Force review and study earlier has recommended the establishment of a college after it had found that it is fea sible at this time.

Accordingly, the intent of the Executive Order is to strengthen the Northern Marianas Community College and to consolidate and achieve efficient administration of the various local and federal programs pertaining to training and adult vocational education, and post secondary and adult education by allocating and placing them under a single administration through the gollege.

The Community College among others will serve the following purposes: to offer instructional programs for adults and out-of-school youth; to conduct and support research relevant to the needs of the Northern Mariana Islands; to provide educational support services including but not limited to financial aid, career counseling, academic counseling, library services, audio visual and to provide community services

in the areas of non-formal educational and cultural programs and public use of college facilities, resources and services.

The Executive Order provides that the Board of Education will have control and supervision over the Community College and that the board shall serve as the Board of Regents for the College.

The College will be headed by a Dean who shall be appointed by the governor upon the confirmation of the board and who shall serve as the Chief Executive of the College. He shall be responsible for the overall day-to-day administration of the college and shall report to the board through the Superintendent of Education. The dean may be removed from office by the governor for cause or upon the recommendation of the board. The Board of Education has

until 180 days after the effective date of the order to submit to the governor and the Commonwealth Legislature a thorough and comprehensive study of facility requirements of the college.

Any recommendation made by the board concerning sites

and facilities shall be considered by the governor in consultation with the board and the Marianas Public Land Corporation after which time, the governor shall make a determination and designation of site, with the approval of the MPLC and facilities subject to the overall needs of the NMI government for office facilities, the order said.

Pending the formal designation of facilities for the college, the governor and the Department of Education shall obtain, as necessary, and provide facilities for temporary occupation and use by the college.

An analysis by the House Committee on Health, Education and Welfare has shown that the NMI government is spending about \$2.5 million for adult and post secondary education and training serving about 1,000 persons at a cost of \$2,500 per person.

Marianas Variety News & Views

WEEKLY NEWSPAPER PUBLISHED ON SAIPAN M.I.
May 15, 1901 - Vol. 10 No. 9 - Price; 25 conts

Concerns Raised On College Order

Barring weekend work by the Senate, the Northern Marianas Community College will be established Monday by executive order.

Although the chairman of the

Although the chairman of the Sapreased reservations, the Department of Education has testified on problems, the Senate has voted disappeared and the House has paned its own community college bill, Executive Order No. 25 takes effect May 18 unless specifically modified or disapproved by amajority of both legislative houses.

Most persons involved agree in principle on the intent to strengthen the exhibiting community college proclaimed by them-resident commissioner Erwin Canham in 1976, but various concerns have been capressed regarding the order, It sets the Board of Education, as already overburdened entity according to the superintendent of education, as the Board of Regents for the college, with a deast to be politically appointed, it empowers the Board to award financial axistance to students, superseding munkipal schulership boards, and with questionable timeliness. The implementation of an executive order rather than legislation in seen as less desirable by some. There is also the economic question of whether or not the Commonwealth can supply enough founding to support another entity.

Loran Koprowski, superintendent of education, and that his department believe it would be in the best interest of the Commonwealth to have a Board of Regents separate from the Board of Education, as long as education is represented on the codege board. "I'm

concerned about the amount of time the Board of Education will have to apend on community codece issues, . there is an incredible amount of problems for grades 1-12," he said,

. He also questioned where funding would come from. Associate superintendent Agnes McPhetres mid that the community college task force node a study of federal programs but failed to analyze the cost of running the college. Though she is personally in favor of the college, she doubts that it is economically feasible to have an independent college when the government deficit is bit and crowing.

"From the budgetary aspect, I can't see pushing for post-secondary education if we don't have the basics on the elementary and secondary level," the said. Koprowski also questioned the appointment of the dean by the proving the provided by the executive order, and suggested that a better way might be to have the Board of Regenta appoint the dean.

Koprowski also said that he felt it would be "in the best interest of the Commonwealth to let the legislative system work," rather than establishing the college by executive order.

In spite of his reservations, however, he said it would not be overwhelming for his department to assume the responsibilities of the executive order, since the Office of Higher Education "has basically been assuming the responsibilities all along."

Concern over the awarding of furancial assistance for the upcoming (Cont's, on Page 1)

College...

(Cont'd, from Page 1)

school year was expressed in letters by Pedro A, Teriorio, chairman of the Sarpan Minnespel Schoarship thrand, to inconders of the legislature. Since the executive under grants power to the college to administer programs of financial assistance to CNMI students, the existing scholarship boards will cease to exist.

"Create locati."

"Create locati."

"Interchlat the students will suffer financially during the scademic school year of 1981-1982, as there is a strong possibility that assistance grants will not be possible to be processed on time by the new entity," wrote Tenorio. He sho stated: "The worst situation that could happen is that the scholarship program will probably be discuntinued because the funds could be earmarked for the Colleges' potentials.

Tenorio suggested that the transfer of the financial aid function be delayed by legislative action for at least one year. There are currently two scholarstip bills in the Senate and another in the House, he said.

When asked if he felt that the Board of Education, acting as the college board under the executive order, could process financial assistance awards in time for the 1781-82 school year, Koprowski replied, "Yes — a definite yea," Regarding the possibility of discontinuing the scholarship program to use those funds for college operation, he said that it remains to be seen, but he doubts that the board intends to make such a switch.

After holding hearings on the executive order a week ago, the Senate anted disapproval. Last Tuesday the



Acnes Melhettes



Luran Koprowsk



Kit Porter

Home paned its own community college bill which the Senate will now consider.

One of the major differences

One of the major differences between House lid! 2-87 and the executive order concerns the governing board of the college. The House bill provides for a Board of Regents consisting of five members appointed by the governor and two members of the Hoard of Education closen by that board. In addition, the Hoard of Regents, rather than the governor, would appoint a provost, or dean, Until permanent members are appointed, the bill provides for the NMCC Task Force to serve as an interimbated and for the higher education coordinates to serve a Action Provide.

Like the executive order, the House bill repeals the municipal scholarship boards, turning over their functions to the fluard of Regents upon the date the act goes into effect.

While the executive order states that "all munica received by the College from whatever source" shall be deposited in a Community Cuffege Trust Fund separate from other funds in the Commonwealth Treasury, the House bill places only contributions in such a fund. "All toition payments, fees and other revenues received by the Cuffege shall be deposited as revenues as the

General Fund of the Commonwealth Treasury and be available for appropriation," the bill states.

Both Ms, McPhetres and Higher Education Coordinator Kit Porter questioned the latter provision, Ms, McPhetres stated that the college is not set up to be a recenue-centrating entity for the Commonwealth, Further some twitton feet should go to the accredited universities involved in cooperative programs so that students' credit can be transferred, the taid.

But Ms, McPhetres and Ms, Porter agreed that legislative action would provide a Famer foundation for the community college than the executive order, "I find it undemocratic to repeal laws through an executive order," Ms. McPatteres stated,

Rep. Missel Ogo of Rota, who voted present rather than in favor of the bill, said that he founds it premature to create the responsibility, and fusancial burden of a community college when "we still have a long way to go to improve the elementary and secondary education."

HELY chairperson Rep. Felicidad Ogumoro said that while she doesn't disagree with Ogo, the bill provides a single administrative unit to carry out more effectively programs now houseld in several places. Also, "there is a need

to develop a strong skilled labor force," the said.

Rep. Antonio M. Camacho agreed, saying that he voted in favor because the coilege would provide needed technical and vocational skills and reduce the NMI's dependency on non-resident workers.

To be suble, the college needs to be linked cooperatively with other colleges, Ms. Porter said, and either the executive order or legislation would make the status of the college more definite and give it a stronger footing for interaction with other institutions.

The main emphasis of potsecondary education in the NMI in the past has been teacher training, but plans are underway to make programs available in areas other than education, Ms. Forter said. For example, a secretarial studies program in being arranged through Guam Community College and CETA, the said.

She noted that many colleges operate without walls, and "It is reasonable for the NMI to have a high quality program without a building." Currently the high school is used to offer courses,

Ms. Porter aid that her office has been gearing up to take on the responsibilities listed in the executive order, including expansion of college credit and continuing education program, exiting up a library, upgrading financial incommentation of the project of the project, and a host of other projects. Site has also been preparing policies to set up a framework for the new Board of Regents to review, the said.

"I see myself as providing technical assistance," she taid, "Setting up the college is a political matter in the positive sense—it's 'of the people'," "," concluded,

Sen. Inos: Municipal Scholarship Boards Still Functioning

Despite an executive order stating otherwise, the municipal scholarship boards still exist, claims a Rota senator.

In establishing Northern Marianas Community College, Executive Order No. 25 also indirectly repealed the municipal scholarship boards of Saipan, Rota and Tinian transferring their functions to the Board of Education.

This action, stated Sen. Joseph S. Inos, was illegal and unconstitutional. Backed by an opinion written by Senate counsel David Wiseman, Inos said that only the legislature has the authority to repeal or amend laws. The only other constitutional means of changing existing law is to have it expire, but the scholarship boards are by law perpetual, he said.

"My position is... that the scholarship boards of Saipan, Rota, and Tinian should continue to exercise their functions as they are still the legal entity for providing financial scholarship assistance to the students," Inos wrote in a letter to the governor, recommending that the attorney general's ruling on the matter be sought.

"The worst of this is that the students do not know where to direct their attention (for financial assistance)," Inos asserted.

A bill which would supersede the executive order in establishing a community college has passed the House and been transmitted to the Senate. It also calls for a centralization of the scholarship boards placing the awarding of financial aid under control of the college board.

Inos said he believes that centralization is discriminatory and that separate boards are necessary to culturally meet the needs of each community.

"As long as I'm here, I can assure you that no bill for centralization of scholarships will pass the Senate," he said.

Community college shifts financial aid policy

By FRANK S. ROSARIO Daily News Staff

SAIPAN - The recently established Northern Marianas Community College has to Northern Marianas students studying abroad.

As mandated by the executive order creating the college, the new policy consolidates all financial assistance under the Board of Education, which acts as the board of regents for the college.

The new financial student assistance program is divided into three categories: scholarships up to \$1,000 per school year per student; grants up to \$2,000 per school year per student and loans up to \$4,000 per school year per student.

Scholarships are awarded on the basis of superior academic ability and scholastic achievement; grants on the basis of manpower needs of the commonwealth; and loans on the basis of student financial needs. No student can receive more that \$7,000 a year in financial assistance.

A recipient of a student loan has to sign a promissory note agreeing to pay 10 percent of the total loan each year up to 10 years. A student who returns and works in or for the commonwealth will receive a credit of 10 percent each year the student works in the islands

against his indebtedness.
"It is the intent of the board to supplement, not replace, other sources of financial assistance which may be available to a student," the board announced.

Previously, student financial aid programs were run separately and independently by scholarship boards on Rota, Tinian and Saipan. Because there was no uniform policy,

students from Rota and Tinian usually received far more aid than their counterparts from Saipan.

The new program is administered by the published a new policy on financial assistance Student Assistance Services Division of the college and the awards are made by the board's committee for post-secondary education headed by Dr. Ignacio T. Dela Cruz.

inwealth Focus, Thursday, July 16, 1981 🗪 🛼

VIIIage Voices Pacific Daily News Ang 13, 1981 412

Are you in favor of a local community college and is there a site which you prefer?

Asked by Jack Angello For the Daily News



Fr. Jose Villagomez, 36, Garapan, clergyman: ""Yes, very much. There will be more availability for the local people to enhance their capabilities. The site is immaterial as long as we have a college."



Joan Kosack, 25, Capitol Hill, adventuress:

auventuress:
"Yes, a good college would
enable me to further my own
education. Any site would be
all right ... even Mount
Tagpochou."



Julie D. Camacho, 17, Chalan Kanoa, high school senior: "Sure, why not? I would probably attend to further my education! I think the best site would be Managaha Island— only kidding — maybe next to the high school for conve-nience."



Jess Angul, 33, Angul Planta-tion, sanitation engineer:
"Oh yeah, lana, it will be good for my children. Maybe I'll even go back to college and then run for governor!"



Marcie Jones, 24, San Roque,

marcie Jones, 24, San Roque, cashler: "Yes, I do, but I don't know why. I think the Marpi area would be a good location so all the intellectuals could meditate."

If you have a question you would like to ask your neighbors send it to Village Voices, Pacific Daily News, P.O. Box 822, Saipan, CM 96950. A

November 20, 1981 - MARIANAS VARIFTY

College Can Get Windfall Cash if it Can Prove it's for Real

The Northern Marianas Community College could get a windfall of federal money – if Washington, D.C. officials can be persuaded that it is a viable school.

The Land Grant College Act was first established in 1862 under the Department of Agriculture to promote research, extension work and instruction in agricultural subject areas. It has since been applied to every state and territory of the U.S. — except the Commonwealth, according to NMCC Acting Dean Kit Porter who recently returned from land grant meetings in Washington, D.C.

"We were not included as eligible because Washington felt we did not have a college," she said. The College of Micronesia was named as the institution to serve Micronesia and has received land grant funding.

The money amounts to a one-time endowment of \$3 million in lieu of an outright gift of land, and annual appropriations thereafter, she said. The same amounts go to every institution in the program and for FY '82 amount to over \$1.2 million per school.

The areas to which the grant may be applied include research in all areas of agriculture and mechanical arts; outreach extension and distribution of information (4-H Clubs for youth come under this heading); and residential

instruction in courses for college credit.

If the CNMI can convince federal officials that a stable,



Kit Porter

viable institution of higher learning exists here, the Commonwealth could get its own slice of the land grant pie. The Department of Agriculture is preparing a bill which will probably authorize the Commonwealth to be eligible for land grant funding, Ms. Porter said.

"One drawback is not having the college established by legislation; legislation shows stability," she noted. The NMCC currently is run under authority of an executive order. The acting dean said she has had no indication from the incoming administration as to their position on the college.

Another strong way of showing viability would be to get the college accredited, she said. Her office is applying for accreditation through the Western Association of Schools and Colleges.

The main stumbling-blocks to getting the rating are the need to hire full-time faculty, and a requirement for a library and resource center, she said.

The college is ready to hire personnel if red tape through other government offices can be cut, and alternatives including a telecommunications link with a major library are being weighed for learning resources, Ms. Porter said.

The need for accreditation is a critical issue for the NMCC now, she said. Not only might it give Washington the assurance it needs to offer land grant money, but it would allow students to transfer NMCC credits to other colleges, administer Pell (formerly BEOG) grants to students giving the college a financial base, and give the institution a firmer footing for other programs.

An accreditation team is coming to Micronesia in April, and if action has been taken in the areas of hiring, library resources and legislative establishment, the NMCC could then become a candidate for accreditation. Usually the process takes over a year, she said.

How soon the land grant act might apply to the CNMI, Ms. Porter would not speculate.

"It all depends on how much is done on this end," she Marians varily april 9, 1982 p9 vs1.11+4

Community College Backed For Public Corporation Status

A bill to make the Northern Marianas Community College a public corporation sailed through a public hearing Monday with only minor criticism.

Though some concern was voiced over a potential drain on primary and secondary educational resources, all witnesses at the House hearing, called by the Health, Education and Welfare Committee and chaired by HEW vice chairman Jose M. Taitano, spoke in favor of the school.

Acting Superintendant of Education Agnes McPhetres offered written testimony on behalf of all administrative departments and the high school principals, giving their "broad approval and support for H.B. No. 45" with a number of recommendations to clarify and strengthen the act.

A major concern was with operational funding for the college. One cost-effective measure would be to share a central public library, Ms. McPhetres suggested. The functions of the college should be limited rather than broad in order to effectively carry them out with the funding levels and expertise available, she said, Another recommendation was to let the school operate its own financial accounts.

The subject of funding was elaborated by Kit Porter, Acting Dean of NMCC. She said that since the bill allows the college to operate as a corporation, it can be run cost-effectively, as any other business. She suggested charging a higher tuition, perhaps \$50 per credit rather than the present \$30, and seek grants and other donations to offset the cost to students. Since fees now go to the CNMI general fund, making the college dependent on appropriations, Ms. Porter also suggested the college have its own accounts. A number of other costcutting measures could also be introduced, she said.

Special Assistant for Planning and Budgeting David M. Sablan backed the dean, saying that there should not be "too much fear about funding." He said that existing funds could be redirected, and reiterated the cost-effectiveness of establishing the institution as a corporation.

Specifically, Sablan suggested that the \$500,000 now used for scholarships to send students off-island could be reduced to \$100,000 and given to those students who meet certain criteria and deserve such an award. Of the remainder, he would give \$200,000 to the college for operating expenses, and perhaps set up a revolving student loan fund with the rest.

"The establishment of a community college would drastically reduce the number of students going abroad, and the money would stay here," he noted

Sablan would put the remainder of covenant training funds with the personnel management office to upgrade present employees, and suggested that priorities be established to determine for which occupations local residents should be trained.

Acting Attorney General Peter V.N. Esser pointed out that while the bill attempts to provide independence for the college, since 20% of the Commonwealth budget goes to education, accountability is also important. He suggested that the governor be allowed to remove members of the board without having to show cause, as the bill requires.

"Cause takes time and money, as in the Bradshaw cases," Esser noted, referring to lengthy litigations between the former governor and then public auditor Robert Bradshaw. "The governor does not appoint and then remove lightly," he added.

Numerous changes in wording were suggested by the witnesses, and the bill was referred back to committee.

HEW committee member Ben Guerrero, who was not present at the hearing, said later that he feels the Commonwealth is not yet ready for a college.

"We should concentrate on vocational school," he said, "We need to train local people to take over the positions now held by alien workers."

He also felt that the Department of Education should see that the high school gets accredited before a community college is established.

Debate On College Bill Expected In House

Heated debate is expected when the Northern Marianas College bill comes up for second reading, which is scheduled for this morning's (Friday, May 21) House session.

The bill, which received widespread support at a public hearing in early April, would incorporate into law the community college established in 1975 by then resident commissioner Erwin D. Canham. The House Health, Education and Welfare Committee report states that the college needs such legal stability to receive federal and private funding. The college has existed under an executive order up to the present time.

But Rep. Jose Lifoifoi questions the wisdom of establishing a college when the elementary and high schools have weak programs.

A big gap in students' knowledge exists between seventh graders at Mt. Carmel and public school students of the same age, he alleged, and asked why the private schools should be so much better. "If money is available, I'd like

to see it channeled into elementary education, and then the high school," Lifoifoi stated. "I want the kids to get a better-education so when they go abroad they are competitive."

Ninety-nine percent of college funding would be federal according to college officials, Lifoifoi said. "But if those funds are cut, what will happen to the school two years from now?" he asked. He noted that the bill includes an authorization for appropriations.

The college has been offering courses to help teachers earn their degrees. Lifoifoi suggested, however, that the training could be supplied by utilizing neighboring colleges' courses and professors rather than setting up another post-secondary school here.

Yet, if the college was "nothing but vocational," Lifoifoi said he would support it.

In Friday's session the House is also expected to pass on second reading bills establishing boards of nurse examiners and for health care profession licensing.

Dy Marianas Variety

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House Defers College

The House of Representatives last Friday moved to defer action on the Northern Marianas College bill, deferring it to the Health, Education and Welfare Committee.

HEW Chairman Misael

Ogo said that his committee would meet with the Board of Education to discuss how establishment of the college by law would affect the department's financial position.

Rep. Miguel Sablan

noted that the college, operating executive order, is highly dependent on federal grants. If funds are cut, as may happen due to "Reaganomics", what might happen? Sablan speculated, "We might start on the college and cut off the power, or close our first graders' classrooms."

Other representatives expressed their concurrence for this deferral, except for Minority Leader Vicente Sablan who sought immediate passage, but the measure was voted back to committee.

In other House action, both the Health care licensing and examiners bills were passed and sent to the Senate. The bills establish boards so that the Commonwealth can license its health care professionals.

In other sessions this week, the House adopted its internal administrative rules.

NMCC coordinator says college growing

SAIPAN - Although they have no budget and operate under the authority of an executive order rather than law the dean of the Northern Marianas Community College said "things are coming together" at the school.

Kit Porter, acting as dean and coordinator of higher education for the College of Education, said the first graduation for the college will be held in mid-August and both associate of arts degrees and bachelor of arts degrees

She said 700 part-time students are enrolled so far for the summer session which runs July 6 through mid-August.

Porter said the college can grant AA degrees, coordinates the pursuit of BA degrees through the University of Guam, and will be providing a master of arts program in education through San Jose State University.

through San Jose State University.

But the college is not included in the government operations budget. An increasing number of programs have sprouted, however, through the combination of federal grants and funds from government agencies.

"All our funds have strings attached," Porter said.

"We have no funds for the purpose of serving the general public." The college was established by executive order of former Gov. Carlos Camacho on March 12, 1981, in part to help fulfill a DOE commitment to help all teachers complete at least an associate of arts degree by 1983.

A House bill to establish the college by law stalled last month when representatives worried that they could not fulfill a commitment to fund the institution in light of present budget difficulties.

sent budget difficulties.

Porter, who is salaried with federal territorial teacher training funds, said the college received \$350,000 in both 1981 and 1982 for teacher training, and placed 296 teachers on degree programs designed to feed into BA programs.

She said UOG has agreed to accept AA degrees granted here. Once the college started offering courses to teachers, however, other departmentsstarted asking to be included and the role and operation of the college have started to snowball.

Porter said local nurses, who require basic courses and need to brush up on their skills to take required licensing exams are being placed on degree programs at NMCC. Coordination with the Community College of Micronesia School of Nursing is also being discussed, she said.

Police have also asked to jump on the bandwagon, and Porter said NMCC is working with the Guam Community College to design a program for law enforcement if funds

14 1982 June 25,

Focus

On the commonwealth

VOL. 2 NO. 12 AGANA, GUAM, FRIDAY, AUGUST 20, 1982



Graduates of the first class of the Northern Marianas Community College sing a song developed in the liberal arts class at graduations ceremonies held recently on Saipan.

NMCC holds first graduation

SAIPAN — The smiles of proud families and soon-to-be graduates lit up the Chamorro Village auditorium Saturday during commencement exercises of the first graduating class of the Northern Marianas Community

College.

Dignitaries attending added to the importance of this milestone event. Monsignior Martinez gave the innvocation and said the graduates should use their valuable education to make the world a better place to live.

snould use their valuable education to make the world a better place to live.

Acting Dean of the Northern Acting Dean of the Northern deguests and graduates and spoke of the history and importance of the college.

"The basic aim is to provide locally trained teachers," she said. "In the future, with more school space and support from the Legislature, new courses can be offered that will save money because these locally trainned graduates can fill contract hire positions."

money because these locally trainined graduates can fill contract hire positions."

Master of ceremonies David Sablan introduced honored guests and speakers and all rose as the band played the national athem of the Northern Marianas.

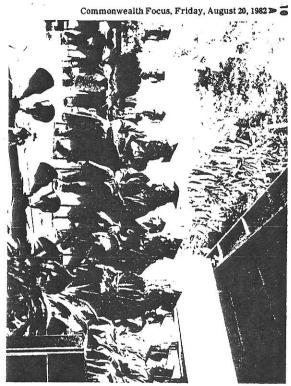
thern Marianas.

In his graduation address, Gov.
Pedro P. Tenorio said "we are proud
of our graduates who will help us live
within our resources and develop
more self-sufficiency."

Superintendent of Education Loran Koprowski gave a special address and urged more cooperation between colleges.

Bachelor of Arts degrees were awarded to the eight recipients by Sen. Julian Calvo. Dr. John Sala, president of the Guam Community College gave an address as Rep. Luis M. Cepeda and Rep. Misael Ogo awarded the seventeen Associate of Arts degrees.

Then the cheers rose again as the graduates filed outdoors to meet people and accept congratulations. It began to rain but nothing could dampen the festivities.





to ao

Above, graduates listen to an address by one of the many NMI officials who spoke at the ceremony. Right, a few of the new graduates file out of the auditorium after the ceremony ended.

college, Northern Marianas Community College (NMCC). It has been in existence since Northern Marianas? Yes, 1976, Acting Dean of the college, Ms. Kit Porter, there is one. Its name is SAIPAN --- Do you know

college holds its classes late through Friday. Aug. 17.
The college's office is on During Fall semester, the Marianas High classrooms & campus. It is using some the Marianas High School facilities as its classrooms. a few other government the college holds classes in the afternoons, at week nights, and on weekends. hours During Summer semester, Spring semester is also held

the Examiner in her office in the afternoons, at week. The college Aug. 17. The college offers AA

during the normal working of three credits degree. A course consists The college also offers BA degrees in Elementary

areas in order to get an AA

hours in each of the two Education and Liberal Arts.

A student needs 60 credit

Elementary

from

Monday

course consists of 3 credits) needs to earn 120 credits (a Education through the University of Guam. A student in order to receive a BA

degree.
The college plans to offer MA degrees in Educational Administration (Continued on Page 16)

(Continued from Page 1)

Curriculum Design from San Jose State University starting in June, 1983, Ms. Porter said. A student needs to have a BA degree and 30 more credits, takes comprehensive examination, and writes a thesis in order to get a MA degree.

Tuition is \$30 per credit. Ms. Porter said, adding that teachers and other government workers pay \$25 per credit.

NMCC has not yet been accredited, but it is preparing an application to the Western Association Schools and Colleges for Although accreditation. it is not accredited yet the college is in "good shape except in Library and solid financial base.

"We are not fiscally sound, and we don't have a college-level library," she added.

Although NMCC has not been accredited yet, its credits are accepted by institutions of higher learning because NMIC's instructors are certified by the University of Guam and the Guam Community College, Ms. Porter said. UOG and GCC accredited by WASC. "We are working closely with UOG and GCC for our teacher training," added.

Most of NMCC's instructors are part-time, coming from off-island institutions. Last year, off-island instructors taught 80 courses. and on-island instructors taught 24 courses.

will be "This Fall, we will be looking for more instructors," Ms. Porter said. "We interested in local people to teach, mostly part-time." The college is also interested in teaching non-credit Marianas specific courses, she said.

The enrollment is 296

students. Most of these students are teachers. Ms. Porter said, adding that the college is "set up part-

time" at present.

These students, mostly from the Northern Marianas, stay at home or with their relatives on Sajoan. "There are no dormitories



NMCC acting dean Kit Porter in front of her office at the Marianas High School.

The college realizes the offisland students' housing needs. This summer, it housed Rota and Tinian students at Royal Taga Hotel and at Hamilton's housing at the expense of the Federal government.

The students on Saipan are fortunate because they do not have to go offisland to acquire college education for they now have a college on their own island, Ms. Porter said.

Having a college here will enable the married students to stay with their families while taking college courses, Ms. Porter noted. It is also "less noted expensive" for the students tion here, and they do not lose their services as teachers. "This is also true for

The college last Saturday gowns, observed its first graduation other with 8 students receiving expenses, Ms. Porter said. BA degrees and 17 students these people three their AA degrees in Elementary Education.

The Fall semester starts development. on Sept. 20, 1982, Ms. Porter said. The college will continue to put emphasis on Teaching, Nursing, Business, and Vocational courses. she said, adding that Vocational will be taught in Dec. 1982. courses starting Nursing and Business may start this Fall.

But the college races one number of problems. One need rooms set up full-time for our computers, equipment, vocational, and

explained. She noted that the college has looked at and discussed several sites including some facilities on Capitol Hill and at CCM School of Nursing to use as classrooms. The Nursing School reportedly will be moved to Majuro in January of next year.

Another concern the college faces is the ever present need of money. Most of the funding comes from the Federal government, Porter said. The CNMI Legislature has not put up any money for the college because the college has not yet been established by legislation.

One example to acquire college educa- college's lack of funding was the graduation last Saturday. Local private companies donated \$834.09 the nurses," she added, to pay for the students' refreshment, and commencement

The college has received receiving AA degrees. Of \$700,000 from the U.S. got Office of Education for their AA degrees in Liberal teacher training, and has Arts, eight received BA applied for \$300,000 more degrees, and the rest earned for the coming year to continue workshops, and curriculum

But the amount inadequate to fully conduct the training and pay the salaries, employees' Ms. Porter noted.

Working for the college, beside Ms. Porter, are (not counting secretaries and clerks) acting director of admissions and records Jean Olopai, Northern Marianas financial aid officer Luis Chong, student services officer Sue Mafnas, teacher training coordinator Joe Guerrero, adult basic education coordinator Luis resource center Joe D instructor computer specialist Brian Millh chief training officer A Olopai, and language instructor and specia Pat Murday.

The college has expan considerably, Ms. Po said, citing the "old da when she had to be administrator. counselor, etc. at the sa time. The college began years ago when Resid Commissioner Canham proclaimed the college be used ' teacher training for degrees for teachers,"

August 20, 1982 - MARLINAS VARIETY NEWS & VIEWS - Page 3

College Degrees In NMI Awarded

By Doug Campbell

Eight Bachelor of Arts and 17 Associate of Arts Chamorro Village. college degrees on Saipan participated in commence-Community College gained vestment Saturday, as the The Northern Marianas exercises

Dr. John Salas. munity College Provost Tenorio, and Guam Com-Carter, Lt. Gov. Pedro A Guam President Dr. Rosa remarks by University of ceremony, which included graduates attended the Eighteen of prised mainly of Commondegrees were conferred on wealth school teachers group of students comthe

tion" to offer a three year an "attitude of cooperathrough what she called is negotiating with NMCC tion." Carter said U.O.G to further, your educa-"I urge you to continue proud of for the rest of that is something to be your lives," Carter said diplomas on Saipan, and graduates pride. "You are the first away, and is a reason for degrees is an achievement told the class the award of that can never be taken U.O.G. President Carter receive

> courses in nursing and agriculture.

train the young people of now better equipped to be faithful to your res-Saipan, and I urge you to because many graduates education in the Commonare teachers. wealth, marked a historic day for commencement particularly "You are

Lt. Gov. Tenorio said practical

it with pride."

his longstanding centritendent on William S. Reyes for ferred an honomity degree Loran Koprowski con-Commonwealth regular degrees awarded, addition to the Superin-

ponsibilities." said Tenorio. "Because your degree is from the Unifrom a larger school. Use the less than if it came versity of Guam does not

Guadalupe Calvo, Susana

Victoria DLC Ayuyu, George

Cabrera,

Ayuyu

following: Elame Horog, education A.A. degree in elementary Those who carried an were.

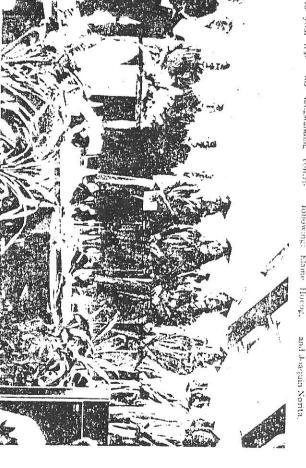
the Northern Marianas.

Ricardo Atalig, Barbara

Moses Fejeran and Delfma B. Ludwick, Jovita Kisa Rita Cruz Cabrera, Anna degree were Dakesy Billy Sernadita Pinaula Sanchez Graduating with a B.A

and Gloria Taimanao. Marcedos San Nicolas ngon, Mary S. Guerrero, Rosalin Mendiola, Ignacio Mes T. Castro, Jose C. Leon Rosalin Moses

Caivo, Emerita Kohler liberal arts were Folix Receiving an A.A. in



dignitaries, rise for the national anthem at their graduation. POMP AND CIRCUMSTANCE - The first graduates of Northern Marianas Community College courses, along with

MCC holds First Graduation AUGUST 20, 1982 — COMMONWEALTH EXAMINER — Page 7 PS # 1 100

SAIPAN-Northern Community

Saturday (Aug.14) at the College held its first gradua-College was started in 1976. Chamorro Village here. The Twenty-five

Spring of 1982. received their degrees on that day. Of these 25, 18 finished their studies in Summer of 1982 and completed their studies in Of the 18 who com-

in Elementary Education. earned their AA degrees three got their AA degrees in Elementary Education, received their BA degrees Summer pleted their studies in in Liberal Arts; and 13 1982, OW

were Felix Calvo, Emerita AA degrees in Liberal Arts Fejeran and Delfina Muna. Education The two who received The three who got their BA in Elementary were Sesoly

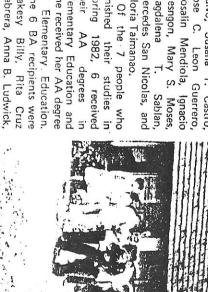
George Education were Kohler, and Joaquin Norita. Atalig, AA degrees in Elementary The 13 who earned their Cabrera, Ayuyu, Ayuyu, Ayuyu, Guadalupe Barbara Ricardo Ayuyu,

received her AA degree was and Bernadita Pinaula Sanchez. The person who Lourdes Tudela Mendiola Jovita Kisa Masiwemai Elementary Education and one received her AA degree Elaine Hocog. Cabrera, Anna B. Ludwick, The 6 BA recipients were in Elementary Education. Spring 1982, Dakesy Billy, finished their studies in degrees in 6 received Rita Cruz

educator who has retired. Reyes, honorary degree to William The college offered a long-time

Kit Porter. acting dean of NMCC Ms. College Dr. John Salas, and Rosa R. Carter, Provost of the Guam Community University of Guam Dr were Lt. Governor Pedro A. Tenorio, President of the present at the ceremony Among about 150 people Guam

Calvo, Susana T. Castro, Jose C. Leon Guerrero, Gloria Taimanao. Mercedes San Nicolas, and Rosalin Mendiola, Ignacio Magdalena Mesngon, Mary S. Moses, Leon Guerrero, Sablan



NMCC's first graduates being congratulated at their graduation held at the Chamorro Village last Saturday, Aug. 14.

Morranes Comety 83 cong. 27 1862 and 11 124

Nurses' Training Scheme Approved

Nursing, health and other government officials agreed last Friday on a proposed scheme of nurses' training for the Commonwealth.

As nurses were taking diagnostic tests in an adjacent classroom to determine their strengths and weaknesses, officials met at the Community College of Micronesia School of Nursing library and listened to Acting Dean of Northern Marianas Community College Kit Porter explain a possible system of training.

The proposed program would offer a career ladder to nurses, allowing each to set a personal goal, she said. It starts with a nurse aide position, from which one could advance to licensed practical nurse, (LPN), then registered nurse (RN) with an Associate of Science degree, and continue to a Bachelor of Science in Nursing

of Science in Nursing.

The initial position, nurse aide, would require 15 units of classroom study, including basic nursing, anatomy and physiology and English, Porter said.

To become a practical nurse would take 15 more units of study, plus an exam to be licensed to practice in the Commonwealth. The licensing and the entire program is predicated on the passage of the Nurse Practice Act, Forter said. The bill has recently been returned to the House with Senate

amendments.

Passing an additional
30 college credits and a
licensing exam would

qualify a nurse for the title of RN. The remains 60 codins for a 85 degree probably could not be affered in Saijan immediately. Porter such

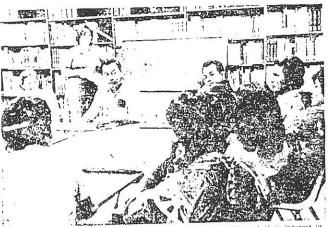
The course, would be offered cooperatively with the Universe, of Guam Division of Nursing and CCMNS, UOG'S Nursing Director Anne Robweder noted that all courses include both classricin theory and actual practice. Training for local instructors is also being arranged, Forter said.

Virginia Le vesque, director of CCMNS, said that some of the present nurses have no formal classroom training. Other were educated under the original Trust Territory School of Nursing, which offered an educational background 'very different than what it is now," she said. Those who have graduated from CCNMS recently have the equivalent of an AS degree, she said.

If the nursing school moves to Majuro next January as planned, Porter said plans would be implemented to have the courses offered here. NMCC is interested in the school facility, she noted.

Encouraging high school and even elementary students in nursing careers was brought up, and the design of the program should encourage more to consider the profession, Porter said.

Hospital administrator Greg Calvo noted that a minimum level of certification must be met in order for nurses to be



FHINK FANK—Legislative, personnel and health officials showed their interest in nursing training by eathering for a session to approve a proposed outline of nursing studies and consider how to interest NMI youths in a nursing career.

employed at the new hospital famility, a condition which should provide motivation for nurses to upgrade their education. Personnel Officer Jess Mafnas said that higher pay levels

could be offered as an incentive for nurses to further their education.

Porter said that, based on the support given at the meeting, a course schedule and other details would be drawn up, as early as this week. Some courses are already ongoing, she said, and the first candidates to become licensed. RN's in the Commonwealth should be ready to take their exam by next July. December 3, 1982 - MARIANAS Variety P7

College Could Get Funding If Accrediting Team Impressed

"Funding's always been one of our major problems," said Acting Dean of the Northern Marianas Community College Kit Porter.

But the college may be over that hump soon, she said, if next week's visit by a two-man accreditation team goes smoothly.

The Accrediting Commission for Community and Junior Colleges — represented by its executive director Robert Swenson and Thomas W. Fryer — will be on-island December 8, 9, and 10 to study the NMCC's candidacy for accreditation.

The immediate benefit to the school, should it be declared eligible for candidacy in the Association, is that the U.S. Secretary of Education will make U.S. college funding sources available to the community college here, Porter said. The college has received only minimal financial support from the CNMI government.

Acceptance into the Pell Grant program, which incorporates the BEOG grants of the 1970's, would enable local students to receive grants to attend the college. A Planning Grant would enable the college to do a five-year study of its needs and programs.

If accepted into the



Acting Dean Kit Porter

Title III funding program, Porter hopes to secure a development grant which would pump approximately \$800,000 into the community college annually for the next 10 years.

Dean Porter said that the four institutional members of the Pacific Postsecondary Education Council are collectively applying for a grantto work with "the new
technologies". Besides the
NMCC, members of the
consortium are Guam
Community College,
American Samoa Community College, and the
College of Micronesia.

Porter hopes to fund areas of special technological concern through the grant, such as nursing, computer science, and telecommunications.

Porter said that future hopes are for the NMCC to be accepted into the Land Grant program. Acceptance would mean that special funds would be available to the school in agriculture and nutritional studies programs.

Bill to set up College must pass before Jan. 17, or else...

SAIPAN — If a bill Community College dort lage will not be recommended for accreditation, ing the Northera Marianas fore Jan. 17, 1983, the College President of the Colleg

a press conference in her of-fice at the College Wednes-

day (Jan. 12).

Ms. Porter added that if
the bill does not get
through before that date,
the College will miss Federal grants totalling over
\$1 million.

She said the College pre

synthy gets \$202,000 in Federal funding for teacher training only.
At a House hearing Wed-

nesday afternoon, Ms. Porter and other education officials appeared before a committee in a public hearing and supported the hill

in and supported the bill.

They said that accreditation would mean creditation would mean creditation on island would normally be able to transfer and the College would be recognized.

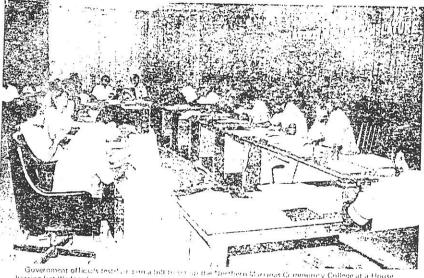
"Legislation establishing the College is critical at this time," Ms. Porter noted.

The College was set up by a former NMI governor's executive order. Ms. Porter said that the Federal Government has informed her that it will provide assisher that it will provide assis-tance to the College only if the College is "firmly esta-

blished by law."

Ms. Porter indicated that two members from the Western Association of Junior and Community Colleges Accreditation Team visited the College Dec. 8-10. She added that based on 12 established criteria, the two members concluded that they would recommend candidacy for accreditation if the College was established by legislation.

"The College will be eligible for candidacy for accreditation and will probably be approved on January 18, 1983 at the Accreditation Commission meeting," the NMCC Acting President said.



hearing last Wednesday

Commenceath are no was The 13 154 2 p. 1 Manus Canty Late #43 The types pl

Community College: To Be Or No To Be?

future of the orthem Marianas Comunity College will be cided within the next w days, said the Acting sident Kit Porter in a edresday press conrence.

The college has until n. 17 to be established official legislation so at it can be a candidate r accreditation and

reserve funding to a. US Federal sources. At stake is over \$1,000,000 m and for 1985 dame

The community of Rege is currently is currently operating and rate executive order The We term Association Acere Patien, teen which reviewed the in Gitalien on Dec. 8 10 said that it must be established by legislation before it can

qualify as a candidate for accreditation.

A public hereing was held on Wednesday in the House of Represent. atives to review the legis. lative full which seeks to officially establish the college. The bill must be passed by both houses of the legislature and signed by the Governor Monday in order to meet

the association's deadline.

Porter said that this may be the last time that new colleges are allowed to make application to enter the funding system which would funnel money into the NMCC.

The Association will meet on Jan. 17 and 18 in Francisco and

(Cont. on page 10)

College...

(Cont. from page 1) probably will approve the local community college for candidacy if the legis --

Porter emphasized that various U.S. funds from the U.S. Department of Education will be available to the community college if the legislation is passed before Monday. Currently, the college is receiving only a single grant from Federal sources to train local teachers.

If Title III funding is socured, an initial \$60,000 planning grant could lead to \$800,000 annually for up to seven years. Additionally, local students

(BEOG) grants to attend the community college as early as next year. Other types of grants such as the GI Bill, could also become available to the college. and the college will apply to private foundations for

Another benefit of accreditation is that credits from the NMCC would be transferable to any other accredited U.S. college, Porter emphasized.

If funding is secured

this year, plans call for the college to admit full time students in September for teacher training, nursing,

College pushing education

By FRANK'S, ROSARIO
Daily News Staff
SAIPAN — The Northern Marianas
Community College will be cligible
for accreditation if a bill establishing
an educational system in the Commonwealth is approved by the
Legislature before Jan. 17.
Acting President Kit Porter said the
Actreditation Commission will be
meeting in San Francisco beginning
Jan 18 to review the progress the college has made to determine whether
it can be accredited.
The community college has been
operating under an executive-order.

College credits granted by the col-lege may be transferrable to other institution once accreditation is received. Porter said.

The Legislature this week began public hearings on the bill, which Porter said has the support of the

The college will also be able to grant Basic Educational Opportunity Grants to students.

BEOG and other federal grants.

Porter warned that if the legislation is not approved by Jan. 17, the college will not be recommended for ac-

creditation candidacy, the \$60,000 planning grant will not be approved and the college will not be able to apply for developmental funds help the institution grow.

She said the community college will not be able to enter into federal finan-Board of Regents and the Board of Education
If the bill is approved, the next good will be to apply immediately for

January 20, 1983 - COMMONWEALTH EX AM INER

It's official: Northern Marianas has a College

SAIPAN Governor Pedro P. Tenorio on Werlnesday (January 19) signed into law the Northern Marianas Education Act of 1983 which among other things, establishes a Northern Marianas college. The Act (House bill 247) was passed by the NMI legislature earlier this week

Northern Marianas has a community college, but this college was established by an executive order of the former governor.

Acting president of the college, Ms. Kit Porter, said last week that Federal government officials have informed her that they will provide assistance to the college only if it is "firmly established by law."

She told the legislators last week that the bill must be approved by the government before January 17,

or else the college would not be recommended for accreditation. She also said that if the bill did not get through before that date, the college would miss Federal grants totalling over one million dolfars this fiscal year.

College officials told the Examiner Wednesday (Jan. 19) that Ms. Porter early this week was assured by the legislators that the bill would pass before Jan. 17. She caried federal officials on the U.S. maintand Tursday with (Jan. 18) informing them that the bill had passed the legislature and would be signed into Javy by the governor on January 19 (January 18 U.S. time).

Ms. Porter told a press conference here last week that the college would be eligible for candidacy for

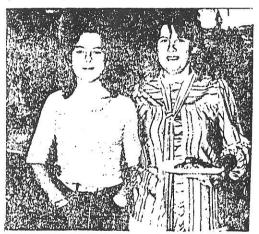
College ...

(Continued from Page 1) accreditation and would probably be approved on January 18.

College officials told the Examiner Jan. 19 that accreditation process will take some time. They estimated that if everything goes as planned, the college will be fully accredited in about two years from today.

The officials said that the college is not accredited at the present time, and it therefore brings instructors from accredited off-island institutions to teach at the college so the credits here can be transferable and recognized in accredited institutions.

They noted that accreditation for the Northern Marianas Community College would mean credits taken on island would normally be able to transfer and the college would be recognized.



Ms. Kit Porter and her daugnter along with some NMI officials celebrating the Jan. 19 signing of the law which sets up a college in the Commonwealth.

Community college up for accreditation PDW Forms P

By FRANK S. ROSARIO
Dath New Starf
SAIPAN — Gov. Pete P. Teoria its authority for making policies for the being three should be made to only one would be better now 10 go with one signed the education architecture and the education architecture and the administration. The tegislature is the education architecture and the administration. The tegislature is the education and the administration. The tegislature architecture ar

another of the commit-

The Education Act also spells out the duties and powers of the Board of Education and the Supertional policies, student health policies and teacher attendance and instruc-

Page 2 - MARIANAS VARIETY NEWS & VIEWS - January 21, 1953

New Law Qualifies College For Federal Money houses.

An audit report of the college, prepared by the Touche Ross firm, was Francisco on Tuesday night in San Francisco to inform him that the legis. lation had passed both sent to the committee on Friday night via Receiving the report was Continental in funding may be available to the college this calendar year alone, and grants would be available approval up to \$1 million to NM residents planning to attend the college this September. The college also hopes to use its to admit fulltime students in the fields of teacheradditional funding sources would be operating with only limited local funds and a single federal grant to help train teachers.

The Western Accreditation Committee had set the requirement of being established by legislation begin receiving a variety of U.S. federal grants, With-out them, the college before the college could be considered for candidacy.

"The Education Act of

Tuesday and was signed in-to law by Gov. Pedro P. 1953" passed both houses of the NMI legislature on

The bill became law on

Tenono on Wednesday.

January 19 -- which was

the 18th on the U.S. Mainland - just in time to qualify the Northern

College for candidacy in

the Western Association of Meeting the Jan. 18 deadline will qualify the

Schools and Colleges.

Community

The college was earlier established by executive Acting President of the NMCC Kit Porter said that

business this fall. training,

Porter telephoned the chairman of the Western Association Accreditation

in Tuesday San

and librarian certification, among others.

Airlines.

402 March 10, 1983 – COMMONWEALTH EXAMINER – Page 7

Ms. Porter named College president

SAIPAN -- The Board of the Regents for the Northern open Marianas College has ap Ms. Porter has been pointed Ms. Kit Porter as working for the Northern til August 1983 or until a new president is appointed Education chairman.

Ms. Porter has been the 10 months but was officially chosen to be the President on February 28, 1983.

tion, according to law, be- "I feel very complimented Marianas, cause it is a limited appoint- and very good about it." "I am proud to be a part ment, an interim, because She also added that she felt of it," Ms. Porter said.

appointment will be open for advertisement.

president of the college un- Marianas government for approximately 7% years.

During that period of by the Board, according to time, she has worked as the Juan N. Babauta, Board of coordinator for higher educution (college), teacher training, the State Director Acting Dean for a year and of Bilingual Education. Prior to that, she was the Chamorro Director Bilingual Education.

When asked how she felt that The appointment did not about being chosen for the provide need legislative confirmation, according to law, be "I feel very complimented



the College

an service to the Northern

July 8, 1983 - MARIANAS VARIETY NEWS & VIEWS - Page 11 VO1 12/16

BEIT RESOLVED - Senate President Olympio T. Borja presents a resolution to Miss Catherine Porter, current but outgoing president of the Northern Marianas College. According to the resolution, Porter worked in the Commonwealth from 1967 until 1969, and again in the islands from 1975 until present.

Porter recently announced her resignation as the college president to pursue a doctoral program at Harvard University.



THIRD NORTHERN MARIANAS COMMONWEALTH LEGISLATURE

SENATE RESOLUTION

THIRD REGULAR SESSION, 1983

NO. 3-56

A SENATE RESOLUTION

Relative to commending Miss Catherine Jeanne Jarmon Porter. President of the Northern Marianas College, on the occasion of her leaving the Commonwealth to pursue her doctorate degree at Harvard University, and expressing to her the sincere thanks and best wishes of the people of the Commonwealth of the Northern Mariana Islands.

WHEREAS, it has come to the attention of the Third Northern Marianas Commonwealth Legislature that Miss Catherine Jeanne Jarmon Porter has resigned as President of the Northern Marianas College to pursue further education; and

WHEREAS, Miss Catherine Jeanne Jarmon Porter has served the people of the Northern Marianas in various capacity as educator from 1967 to 1969 and from 1975to 1983: and

WHEREAS, on November 28, 1982 Miss Catherine Jeanne Jarmon Porter was appointed by the College Board of Regents to be the first President of the Northern Marianas College; and

WHEREAS. Catherine Jeanne Jarmon Porter is a dedicated and faithful public servant in that she was instrumental in pioneering the planning and development of the Northern Marianas College; and

WHEREAS, through Catherine Jeanne Jarmon Porter's efforts and expertise in the area of bilingual education the Northern Marianas is now having a viable and active bilingual program; and

WHEREAS, Catherine Jeanne Jarmon Porter's efforts have been instrumental in obtaining candidacy for accreditation by the Western Association of Schools and Colleges for the Northern Marianas College; and

WHEREAS, because of the accreditation candidacy the Northern Marianas College will be eligible to participate in the Pell Grant program as well as the Land Grant College program: and

WHEREAS. Catherine Jeanne Jarmon Porter's entrance into Harvard University is in past recognition of her outstanding work in education in the Commonwealth of the Northern Mariana Islands; now, therefore,

BE IT RESOLVED by the Senate of the Third Northern Marianas Commonwealth Legislature, Third Regular Session, 1983, that the Senate hereby commends Miss Catherine Jeanne Jarmon Porter, President of the Northern Marianas College, who is vacating her post as President of the College to pursue doctoral study at Harvard University, and extends to her the sincere thanks and best wishes of the people of the Commonwealth of the Northern Marians Islands; and

BE IT FURTHER RESOLVED that the President of the Senate shall certify and the Senate Legislative Secretary shall attest to the adoption hereof and the Senate Clerk shall thereafter transmit copies of this Senate Resolution to Miss Catherine Jeanne Jarmon Porter; to the Chairman of the Board of Education/Regents of the Commonwealth of the Northern Mariana Islands; to the President of Harvard University of Cambridge, Massachusetts; and to the Governor of the Commonwealth of the Northern Mariana Islands.

June 22, 1983

Olympio T. Borj President

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- Northern Marianas Department of Education: Federal Program Applications, Evaluation Reports, Selected correspondence
- Northern Marianas College: Federal Program Applications, Evaluation Reports, Correspondence Files, Fiscal Reports and Budgets, Legislative Reports and testimony, President's personal correspondence, diaries, and notes, tapes of interviews with people concerned about the college
- Northern Marianas Islands: Legislation, Departmental reports, Federal Program Proposals, Budgets

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1971-72	Teacher/Director Cambridge Pre-School, Cambridge, Vermont
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1975-77	Director, Chamorro/English Bilingual Project Northern Mariana Islands, Trust Territory Pacific Isl.
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1979-80	Coordinator, Higher Education & Teacher Training, CNMI
1980-83	Founding President, Northern Marianas College & State Director Higher Education, CNMI
1984-86	Harvard Educational Review Board Member Chairperson, 1985; Publicity Editor, 1985-86; Manuscript Editor, 1984-85
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