INTERTRIBAL HIGHER EDUCATION FOUNDATION
CHARTER & TRIBAL RESOLUTIONS
CHARTER
INTER-TRIBAL HIGHER EDUCATION FOUNDATION

Tribes participating in the Inter-Tribal Higher Education Foundation, an instrumentality of the Hoopa Valley, Yurok, and Karuk Tribes, are committed to securing the finest college education for Indians seeking to be teachers, administrators, teacher aides, social workers or to enter related occupations.

The tribes find that successful completion of a college education or credential requirements calls for sufficient financial and related assistance to students. Consequently, the participating tribes hereby charter an Inter-Tribal Higher Education Foundation structured in the following manner:

1. **Board of Trustees** - the governing body of this inter-tribal organization shall be composed initially of 6 seats, two tribal members each from the Hoopa Valley, Yurok and Karuk Tribes, selected by their respective tribal Councils, who are knowledgeable about and experienced in higher education, teaching and federal grant administration; different federally recognized Indian tribes can apply, subsequently participate and hold 1 seat on the Board of Trustees;

2. **Authority** - the Board of Trustees shall have authority to seek funding, receive grants, and enter into contracts and to perform in compliance with contracts and this Charter; the Board of Trustees shall have whatever authority is necessary and proper to carry out the intent of this Charter;

3. **Fiscal Affairs** - the fiscal affairs of this inter-tribal organization shall be assigned to and carried out by the Humboldt State Foundation; management errors and omissions insurance, or similar protection, shall be obtained by the Board of Trustees to protect participating tribes, this inter-tribal organization, the Board of Trustees and staff acting in the scope of their assigned duties;

4. **Articles of Incorporation** - this Charter shall be, and so interpreted to be, the articles of incorporation of this inter-tribal organization;

5. **Bylaws** - the Board of Trustees may from time to time pass bylaws consistent with this Charter;

6. **Process** - sessions of the Board of Trustees shall be noticed in writing and accurate minutes shall be made; no motion shall pass except if there are at least three votes to pass, one vote each by a Hoopa Valley, a Yurok and a Karuk Trustee; insofar as is consistent with this Charter, parliamentary process shall be in conformance with Robert's Rules of Order;
7. **Sovereign Immunity** - neither this Charter nor any subsequent statement or action by the Board of Trustees or staff shall be, or so interpreted to be, a waiver of tribal sovereign immunity, express or implied, except with the advance written permission of each tribe participating in this inter-tribal organization;

8. **Indian Students** - Indian students, otherwise eligible, seeking fellowships, traineeships, stipends and dependent allowances, among other forms of assistance, pursuant to applicable tribal, federal or state statutes, shall have the right to seek Foundation assistance irrespective of tribal affiliation;

9. **Staff** - the Board of Trustees may from time to time select staff or acquire the services of contractors to carry out the objectives of this inter-tribal organization;

10. **Amendment** - amendment of this Charter shall occur solely with the written consent of the participating Tribes.

Dated: **February 9, 1994**

THE HOOPA VALLEY TRIBE

by: [Signature]

Vice-Chairman

Dated: **2-10-94**

The Yurok Tribe

by: [Signature]

Chair

Dated: **2-11-94**

THE KARUK TRIBE OF CALIFORNIA

by: [Signature]
RESOLUTION OF THE
KARUK TRIBE OF CALIFORNIA

Resolution No: 94-R-06
Date Approved: February 7, 1994

APPROVAL OF AND AUTHORIZATION TO CREATE AN INTER-TRIBAL CHARTER ORGANIZATION WITH THE YUROK AND HOOPA TRIBES FOR THE PURPOSES OF SUBMITTING A U.S. DEPARTMENT OF EDUCATION GRANT APPLICATION FUNDING AN EDUCATIONAL PERSONNEL DEVELOPMENT PROJECT AT HUMBOLDT STATE UNIVERSITY AND TO MEET OTHER MUTUAL EDUCATION RELATED NEEDS

WHEREAS; the Karuk Tribe of California is a sovereign aboriginal People, that have lived on their own land since long before the influx of white men to this continent; and,

WHEREAS; the general membership approved Article V of our Constitution, stating that "The members of the Karuk Tribe hereby delegate to the Tribal Council the authority to exercise by resolution or the enactment of Tribal Laws all the inherent sovereign powers vested in the Tribe as a Sovereign Aboriginal People; and,

WHEREAS; the Karuk Tribe is a federally recognized Tribe eligible to designate an organization to contract pursuant to P.L. 93-638 on behalf of the Karuk Tribe of California; and,

WHEREAS; an Inter-Tribal Charter organization is eligible to apply for Educational Personnel Development (EPD) funds from the U.S. Department of Education as outlined in CFDA 84 061F § 5322; and,

WHEREAS; each tribe will have two seats on the board of this Inter-Tribal Organization; to be selected by the respective Tribal Councils; and,

WHEREAS; the Karuk Tribal Council has reviewed and approved of this charter with addition of the stipulations that each tribal group will have one seat on the selection committee for applicant students to receive funding from the EPD grant and that this Inter-Tribal Organization will only be formed if approved by the Tribal Councils of the Yurok Tribe of California and the Hoopa Valley Business Council.
THEREFORE BE IT RESOLVED; That the Karuk Tribal Council hereby authorizes the submission of the attached Charter to create an Inter-Tribal organization who’s initial focus will be to submit an Educational Personnel Development Grant Application to the U.S. Department of Education; and,

BE IT FURTHER RESOLVED; That this Inter-Tribal organization will have the capacity to examine other areas of mutual interest in order to strengthen educational programs and services to members of the participating tribes; and,

BE IT FURTHER RESOLVED; that by Resolution 93-R-58, permanently on file with the Bureau of Indian Affairs at the area office, the Tribal Council Chairman, Vice-Chairman, Secretary, and Treasurer can sign and execute any and all documents and amendments pertaining to the Inter-Tribal organization grant application to the U.S. Department of Education.

CERTIFICATION
I, the Chairman, hereby certify the foregoing resolution, which was approved by a phone vote done on February 7, 1994, was duly adopted by a vote of _7_ AYES, _0_ NOES, and _0_ ABSTAIN and said resolution has not been rescinded or amended in any way. The Karuk Tribal Council is comprised of 9 members of which _7_ voted.

Alvis Johnson, Chairman

Date 2/7/94
RESOLUTION OF THE HOOPA VALLEY TRIBE
HOOPA VALLEY INDIAN RESERVATION
HOOPA, CALIFORNIA

RESOLUTION NO: 94-02
DATE APPROVED: January 27, 1994

SUBJECT: Inter-Tribal Charter - Higher Education Financial Assistance

WHEREAS the Hoopa Valley Tribe on June 20, 1972, adopted a Constitution and Bylaws which was approved by the Commissioner of Indian Affairs on August 18, 1972, ratified by Act of Congress on October 31, 1988, and amended on June 19, 1990 and, by tribal law, the sovereign authority of the Tribe over the matter described herein is delegated to the Hoopa Valley Tribal Council, acting by resolution; and

WHEREAS the Hoopa Valley Tribe, a sovereign, federally recognized Indian Tribe, has the duty and the authority to assure that Hoopa Tribal members obtain a superior higher education; and

WHEREAS the Hoopa Valley Tribe has an interest in common with other Indian Tribes, including without limitation the Yurok Tribe and the Karuk Tribe, that Indian students desiring to be teachers, administrators, teacher aides, social workers, or to enter related occupations, have access to sufficient financing and related assistance while pursuing their higher education; and

WHEREAS the Hoopa Tribe, subject to the concurrence of the Yurok Tribe and the Karuk Tribe, finds that the interests of Indian higher education students are served more thoughtfully and efficiently by an inter-tribal chartered organization the principal office of which is on-site at a university that offers degrees and credentials to Indians who desire to be educators; and

WHEREAS the United States has appropriated funding in conformance with 25 USC 2622 [Title V, Indian Education Act, PL 100-297 (April 28, 1988, 102 Stat. 403), amended PL 100-427 (September 9, 1988, 102 Stat. 1612)] to:
make grants to, and enter into contracts with, institutions of higher education, Indian organizations, and Indian tribes for the purpose of-
(A) preparing individuals for teaching or administering special programs and projects designed to meet the special educational needs of Indian people, and
(B) providing in-service training for persons teaching in such programs.

THEREFORE BE IT RESOLVED that the Hoopa Tribe hereby authorizes and instructs the Chairman of the Council to negotiate and execute an inter-tribal charter with the Yurok Tribe and the Karuk Tribe for the primary purpose of administering fellowships, traineeships, stipends and dependent allowances to be offered to Indian higher education students irrespective of tribal affiliation, qualified in conformance with 34 CFR §§ 250.4 and 250.5 or different applicable tribal, federal or state statutes;

BE IT FURTHER RESOLVED that the charter shall be, and so interpreted to be, the articles of incorporation of this inter-tribal organization and shall be legally established and authorized to seek funding, receive grants and enter into contracts upon being fully executed by the Chairman and by authorized representatives of the Yurok Tribe and the Karuk Tribe;
BE IT FURTHER RESOLVED that the charter shall contain language barring waiver of sovereign immunity, express or implied, and requiring management errors and omissions insurance, or similar protection, applied to personnel of this inter-tribal organization acting in the scope of their assigned duties; that this inter-tribal organization be operated by a 6 seat Board of Trustees composed of 2 Tribal members each from the Hoopa, Yurok and Karuk Tribes, knowledgeable about and experienced in higher education, teaching and federal grant administration; provided that different federally recognized Indian Tribes can upon application participate and hold 1 seat on the Board of Trustees; and that the fiscal aspects of this inter-tribal organization shall be assigned to the Humboldt State Foundation.

BE IT FINALLY RESOLVED that the Chairman of the Hoopa Valley Tribal Council is authorized and instructed to execute this resolution, the cited inter-Tribal Charter and whatever ancillary instruments are necessary and proper to carry out the intent of this Resolution.

CERTIFICATION

I, the undersigned, as Chairman of the Hoopa Valley Tribal Council, do hereby certify: that the Hoopa Valley Tribal Council is composed of eight (8) members of which 5 were present, constituting a quorum, at a regular Meeting thereof; duly and regularly called, noticed, convened, and held on this 27th day of January, 1994; that this Resolution was duly adopted by a vote of 4 for, 0 against, and 0 abstaining; and that said Resolution has not been rescinded, or amended in any way.


DALE RISLING, SR., CHAIRMAN
HOOPA VALLEY TRIBAL COUNCIL

ATTEST:
MARLA MCLEOD, EXECUTIVE SECRETARY
HOOPA VALLEY TRIBAL COUNCIL
Susie Long
Andre Cramblit:

Dale Risling
Marcellene Norton:

Alvis Johnson
Tom Waddell:

INTER-TRIBAL HIGHER EDUCATION MEMBERS

Chair, Yurok Tribe
Interim President
Inter-Tribal Higher Education Foundation
Yurok Tribe
Klamath Field Office
P.O. Box 218
Klamath, CA 95548
(707) 444-0433 phone

Chair, Hoopa Tribe
Hoopa Tribal Education Director
P.O. Box 428
Hoopa, CA 95546
(916) 625-4413 phone

Chair, Karuk Tribe
Karuk Tribe Education Director
P.O. Box 1016
Happy Camp, CA 96039
(916) 493-5305 phone
ADVANTAGES IN USING A FISCAL AGENT:

1. The Inter-Tribal Higher Education Foundation will not have to hire personnel for such tasks as the processing of accounts payable, accounts receivable and payroll.

2. The Inter-Tribal Higher Education Foundation will not have to assume such employer responsibilities as the filing of monthly and quarterly employer payroll tax returns.

3. The Inter-Tribal Higher Education Foundation will not have to negotiate group health and dental coverage for central office staff.

4. The Inter-Tribal Higher Education Foundation will not have to carry liability insurance for this project.

5. The Inter-Tribal Higher Education Foundation will not have to incur the expense of an annual OMB A-133 audit.
INTER-TRIBAL HIGHER EDUCATION FOUNDATION
Monday - January 25, 1999
8:00 a.m. - 11:00 a.m.

AGENDA

Discussion Guide (Minutes)

I  Introductions

II  ITHEF Charter Review

III What are each of the ITHEF tribes doing in education?
   What are the priorities for the next two years?

IV What is HSU doing?
   - CSU Initiatives
   - KELLOGG Grant: American Indian Civics Project
   - ITEPP: AI Rural Education Centers
   Education, Social Work, Psychology, Nursing Department
   - Advancement Office
   - WEB Course: History of Indian Education

   Vision and needs.
   - Publishing costs
   - Student Funding
   - Travel Costs

V  RFP's: 21st Century Learning Centers
   Technology Grants

VI General Education Provisional Act - Section 427

VII What Do We Do Next?
   Set Action Plan.

VIII Set Meeting Dates
MEETING CALLED TO ORDER: The meeting was called to order at 8:20 a.m. by Laura Lee George.

Board Members Present: Merv George, Jr., Chair, Hoopa Tribe
Marcellene Norton, Hoopa Tribe Education Dept.
Sue Masten, Chair, Yurok Tribe

Others Present:
John Costello, Dean, CPS, HSU
Elizabeth Devine, Assistant Director, CICD, HSU
Laura Lee George, ITEPP, Director, HSU
Lois Risling, Director, CICD, HSU
Lilly Owyang, Co-director Kellogg Grant, HSU
John Sterns, Director, University Advancement, HSU
Lorraine Taggart, Secretary, ITEPP, HSU

Board Members Absent: Alvis Johnson, Chair, Karuk Tribe

CHARTER REVIEW
Laura Lee George reviewed charter for Intertribal Higher Education Foundation (ITHEF).

TRIBAL REPORTS

Hoopa Tribe’s Education Director Report: Marcellene Norton reported that Hoopa Tribe and Yurok Tribe have formed a partnership. They received a $2,000,000 grant for vocational rehabilitation for people with disabilities. The Yurok tribe hired a counselor to work with the Hoopa Tribe to assess participants for employment training plan.

Hoopa Tribe’s Department of Education vocational training program was refunded.

College of the Redwood’s classes in Hoopa have expanded 133% over the past 4 years. There has been a boom in enrollment at the branch campuses. For the first time they have had to close classes because of meeting maximum enrollment numbers. Many tribal members are in higher education programs. There are approximately 162 at the branch campus in Hoopa.

Funding for another building for classes is a priority for the community in Hoopa.

They are applying for feasibility study for tribal community college in Hoopa. There is the possibility that they would create a partnership with College of the Redwoods.

The Education Department is seeking funding to run an infant and toddler center as well as for a facility.
They would like to make it possible for students to take all the transferable courses they need for general education requirements in Hoopa. There is a satellite program with Chico State. There are approximately seven students enrolled. The courses are expensive at $350.00 for a three unit course for example. There are also limited course offerings appropriate for various majors.

Merv George mentioned that the types of courses that are needed are: courses in the education field, natural resources, fisheries, business management, general education, nursing, and the medical field in general because there will be a hospital opening in Hoopa.

**Yurok Tribe’s Chairperson’s Report:** There has been turn over in the headstart, Johnson O’Malley programs and various tribal committees. These positions have been catching up. The Yurok Tribe has many committee for example, an education committee, a cultural committee, a NAGPRA committee, and a Natural Resources Committee. They are setting goals. Some things have fallen through because of vacancies ie. Americorp.

The tribe would like to be part of a charter school.

The tribe needs funding for higher education. Currently it provides $350/term per student. This funding is not adequate. The tribe is building community structures and identifying needs. Carol Lewis has recently been hired as the Education Director. There have been several JOM tutors hired in different geographical areas.

**WHAT IS HSU DOING?**

**Distance Learning:** There is a shortage of teachers throughout the state. Humboldt has been involved in distance learning.

**Kellogg Grant:** This is the second year of the grant. It is a four-year grant. The grant was based on a student initiated resolution. The ITEPP club created a resolution which was adopted by the Chancellor’s office. It modified the general education requirements to have institution courses cover tribal government. This year the grant activities include reaching out to 3rd, 4th, 5th, 11th, 12th graders.

This summer there will be 100 teachers participating at HSU in a curriculum development workshop regarding tribal government. The final project will be curriculum that can be used throughout the State of California. Curriculum that can be given back to tribes.

**ITEPP**

**Field Placements:** Since there have been no grants, ITEPP has not had mandatory fieldsite placements such as in PS 791. There has been a transportation barrier for students wishing to do fieldsite placements. Staff at Jack Norton Elementary School have said they would like to have help. They do not receive any currently. ITEPP would like to develop rural fieldsite centers. The psychology department would be part of the rural centers.

**Presbyterian Fund:** The Presbyterians have given $20,000 for “Indian students with need in California.” An example of the funds use is, four ITEPP students are going to Jack Norton School and being paid a stipend from this fund.

**AIE Minor:** ITEPP courses are going to become an AIE minor in the Fall 1999.

**Funding:** ITEPP has been working with John Sterns from University Development to contact individual foundations for funding. Campus publications will be featuring ITEPP’s
anniversary in the fall. There may be some prospects in the general area of rural education. Laura Lee George was selected for an award for development of funding.

**School to Careers Grant:** Bill Crichton at the Humboldt County Office of Education has been working on funding for Internet access to Jack Norton Elementary School. This is a challenge as there is not basic telephone service at the school. It would be expensive to develop. The County would like to make a lab school.

**History of Indian Education:** HSU staff Buffy Mitchell, Phil Zastrow and Joan Van Duzer are setting up this ITEPP course as a web class.

**REQUEST FOR PROPOSALS**

**21's Century Community Learning Center Program:** Under this RPF partnerships between schools and higher education institutes would be formed. This grant would be unique in that it would create schools as community learning centers. It would develop partnerships between schools, students and families. Each school site would be a learning center. There would be after school programs helping parents as well as students with tutoring. It could provide assistance to students with disabilities. There would be summer programs, and other extracurricular programs, and a haven for the youth. A relevant question is: do tribes, and their families want schools to be “the center of the community”. With this program there has to be a contribution of significant matching funds. Funding could be to $2,000,000. “Significant”= 25% (at least). The grant would be for up to three years. No funding will be considered for less than $35,000. Priority funding is for grants that address problems in “empowerment zones.” Another priority is grants that help meet or exceed state reading, science standards. The deadline is March 1. If it wants to apply for the grant, the ITHEF would need to meet with the school administration. The local education agencies have to be the lead.

**Technology Challenge Grants:** Due March 12. $500,000-$2,000,000 awards. Twenty-two grants awarded. These grants would create partnerships between educational entities who have innovative computer technologies to provide systematic reform. There would be evaluations such as pre/post testing. It is to provide technology into teaching. Must be sustained after program. It would be for up to five years and could be replicated throughout the United States. Would be to expand learning outside school. Could have a professional development component. Would need to be focused; for example, technology night for teachers and parents, another example could be an academic program that focuses on technology for at-risk students. Requires 50% match. Dollar for dollar, could be in-kind.

**BRAINSTORMING**

**Curriculum Development:** CICD has helped out with creating cultural curriculum. This summer teachers and staff will come together to create curriculum. There has been curriculum development at various sites for example in Del Norte County, there has been Tolowa and Yurok input into curriculum.

**21’s Century Community Learning Center Program:** It was consensus that there would not be enough time to contact the lead agencies for this grant before the March 1st deadline.
Scholarship Funding: A letter requesting financial assistance from some of the gaming tribes was discussed as an option to raise scholarship funds. It was agreed to send out a letter from the Tribal Chairs requesting funding.

Humboldt County Office of Education: It was agreed to invite a representative of the Humboldt County Office of Education to the next ITHEF meeting.

Participation: It was also agreed that ITHEF would not expand now and would continue with current participants.

NEXT MEETING

Meeting Time: the next meeting of the ITHEF will be on March 22, 1999 at Noon.

MEETING ADJOURNED
Inter-Tribal Higher Education Foundation

5/2/95
12:00 PM to 3:00 PM
Yurok Tribal Council Chambers-Eureka Office

Meeting called by: André Cramblit Interim President
Type of meeting: Planning & Discussion
Facilitator: Laura Lee George
Note taker: Loraine Taggart

Attendees:

Agenda topics

I Welcome & Introductions
II Working Lunch
III Meeting Overview
IV Last Meeting Minutes and Results
V Role of Foundation
VI Meeting In Klamath Break
VII Involving More Tribes
VIII ITEPP Grant Update
IX Creating a Unified Vision Planning

Special notes:

Andre
Dean Bette
Laura Lee
Laura Lee
Dean Bette & Andre
Andre
Laura Lee
All
INTER-TRIBAL HIGHER EDUCATION FOUNDATION MEETING

May 2, 1995

I. Call to order: The meeting was called to order at Noon by Interim President, Andre Cramblit.

PRESENT:

Andre Cramblit: Interim President Inter-Tribal Higher Education Foundation
Jill Fletcher: JOM Director, Hoopa Valley Tribe
Laura Lee George: Director, ITEPP, HSU
Bette Lowery: Dean, College of Professional Studies, HSU
Lily Owyang: Dean, Undergraduate Studies, HSU
Lorraine Taggart: Secretary, ITEPP, HSU

II. Meeting Overview: Dean, Bette Lowery gave an overview of Inter-Tribal Higher Education Foundation's purpose. Discussion ensued regarding the future direction of the Foundation to help not only ITEPP students but all American Indian students at HSU. Ways to enhance educational opportunities for Native American students were considered.

III. Last Meeting Minutes & Results: Lorraine Taggart read the last meeting minutes. Laura Lee George advised that as proposed at the last meeting, Sue Burcell was hired to assist the ITHEF. Surveys were sent out to tribes in California. Also Andre Cramblit sent copies of the resolutions and information on the Foundation to other tribes asking if they wanted to join.

IV. Role of Foundation: Laura Lee mentioned that the role of the foundation is critical for grant funding.

Jill Fletcher mentioned that the Hoopa Valley Tribe has a policy that non-Indian persons can hold positions until tribal members can be trained for position to ensure tribal members can come back to or stay in their community. The Tribe has a policy that they hire tribal members if they meet minimum qualifications. She observed that often tribal members do not have basic skills to apply for jobs. That those in jobs or other tribal committees need upgrading of skills to manage increased demand for higher level of expertise.

Lily Owyang would like to see that grants were encouraged that would train Native American people. Possibly with some sort of apprenticeship and certificate procedure. Ms. Owyang suggested that the mentorship and certificate program could have stages of certification depending on obtaining various levels of knowledge. She expressed a need for dialogue on how to implement procedure. She would like to see native expertise that is brought to a field incorporated in the certification program. She would like to see that the curriculum fit the students and not the other way around. She also thought hands on training would be beneficial.
The possibility of creating CD-ROM's from summer workshops for distance education was also mentioned.

The option to link HSU students with members of the community to do tutoring was considered. HSU students could learn tutoring skills from teacher preparation and connect with students who have been identified through reading assessments as needing assistance.

The special educational needs in relation to Native Americans was discussed. Particularly an increased awareness of Indian law, what sovereignty is, and the importance of cultural instruction.

The need for the ITHEF to create a mission statement with long-term and short-term goals was considered.

Mr. Cramblit suggested that the ITHEF should keep in mind that the Foundation does not have a budget or staff for some of the ideas expressed.

Dean Lowery suggested that through ITEPP and HSU ITHEF could promote education at all levels. With vocational training programs, K-12 linkages for programs such as learning assessment, extended education, and support for students in educational systems.

Mr. Cramblit compared ways of life in the traditional Indian community and the non-Indian community and explained the areas of knowledge.

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Discuss continued how students and teachers tie these areas of life together and make it in real world.
Meeting in Klamath: Dean Lowery gave a synopsis of the meeting that she and Mr. Cramblit had in Klamath.

The following three topics were discussed for development:

1. Assessments—ie reading assessment lab, dyslexia etc.

2. Development of specific curriculum
   - bilingual curriculum
   - publishing curriculum through ITEPP
   - hire reading specialist
   - workshops on campus

3. Training
   - ITEPP students
   - Teacher Preparation students
   - teachers in the field
   - Use of non-traditional learning
   - Summer institutes

VI. ITHEF Grant Update: Ms. George stated that we are still awaiting an application from the Department of Education in Washington D.C. It may be here sometime in May 1995. It may need to be written with Public Law 103-382, Title IX-Indian, Native Hawaiian, and Alaska Native Education in mind.

VII. ITEPP Update: Bette Lowery stated in answer to Mr. Cramblit's question regarding space for ITEPP from the last ITHEF meeting that the university management team has met and is investigating space options.

She stated that ITEPP is considering appointing Laura Lee George as Director temporarily for a year. ITEPP will be doing a search for a full-time coordinator and temporary curriculum development resource specialist this summer.

VII. Creating a Unified Vision Plan: It was thought working with tribes should be done with a collaborative effort as they are sovereign nations, and any grant which has identified Native Americans/Alaska Native as part of it should have Native American control demonstrated and evaluated as part of the grant.
Dear President McCrone:

Yesterday during our luncheon meeting we discussed several issues in regard to Indian programs and Indian education on this campus.

Specific to our discussion topics, I am taking the liberty of forwarding to you several documents that will refresh your memory of our discussion. I have numbered the attachments to correspond with the numbers below.

1. The Inter-Tribal Higher Education foundation: Appended is a copy of this charter recently formed by three local tribes. In particular, note #3 which links to the Humboldt State Foundation.

1A. Also appended is a listing of the Tribal representation on the Inter-Tribal Higher Education Foundation.

We also discussed the concept of "college" or "school" and the Golla Draft proposal. I emphasized the near quarter century success of ITEPP and the program's proven success in nurturing, supporting, allowing cultural pride to flourish, and retaining and placing a nationally high number of graduates.

2. Appended is a catalogue copy showing the ITEPP courses required for each ITEPP student beyond the regular requirements. These courses prepare ITEPP students with historical and political knowledge of Indian affairs which exceeds most faculty knowledge, hence the "Resolution."

3. This document is a copy of the "Depth of Study in American Indian Education" which has been approved through Professional Studies and is now in effect.

4. For your information, I have added a copy of the major/minor which was proposed through Native American Studies.

January 10, 1995
Dr. Alistair W. McCrone

As you can see, HSU does have choices in an emerging academic preparation in Native American Studies. However, there are also simple needs being voiced by Native people that HSU can assist with as I heard expressed in the "President's Indian Advisory Committee." I believe all of this could be brought into focus unobtrusively under the academic umbrella of an existing unit, possibly in the form of a school. The Golla draft proposal emphasizes a similar approach.

Sincerely,

Bette A. Lowery
Dean
College of Professional Studies

cc: Alfred J. Guillaume, Jr., Provost and Vice President for Academic Affairs
Inter-Tribal Higher Education Foundation
December 13, 1994
Arcata Hotel
Arcata, California

Meeting Agenda

I. Call to Order, Andre P. Cramblit, Interim President

Introductions

II. Charter Review

a) Provision for inviting smaller tribes into ITHEF
b) Bylaws

III. ITEPP Report, Laura Lee George, Acting ITEPP Director

a) Last grant-readers comments
b) Possible ITEPP reorganization

IV. Upcoming Grant Strategies

a) Briefing on Reauthorization of ESEA (video)
b) Brief survey of each Tribes' educational needs
c) Databases: overall education development plans
d) Preproposal game plan
   1. Solicitation of support
   2. Development and writing
   3. Follow-up

V. Future Direction of ITHEF

a) Other grants (Crimes Bill Act, ECE, Culture & Language, etc.)

IV. Other Items

VII Adjourn
INTER-TRIBAL HIGHER EDUCATION FOUNDATION

Annual Meeting - December 13, 1994

I. Call to order: The meeting was called to order at 11:30 a.m. by Andre Cramblit, Interim President

Introductions were made

PRESENT:

Andre Cramblit: Interim President Inter-Tribal Higher Education Foundation
Laura Lee George: Acting Director ITEPP, HSU
James Hamby: General Manager, HSU Foundation
Bette Lowery: Dean, College of Professional Studies, HSU
Marcellene Norton: Hoopa Tribe, Education Director
Maria Tripp: Yurok Tribe, Vice-Chairperson
Tom Waddell: Karuk Tribe, Education Director
Lorraine Taggart: Dept Secretary, ITEPP, HSU

II. Charter of Foundation. Mr. Cramblit read charter of Foundation. Discussion ensued.

III. ITEPP report. Ms. George presented ITEPP report. ITEPP courses were mentioned in relation to their meeting depth of study requirements some count for Native American Studies minor.

Possible ITEPP Reorganization was discussed. The ITEPP Director will be accepting a position as the Director of Indian Education in Sacramento. With its limited resources, ITEPP is experiencing an increased demand for curriculum development for teachers in the community and teacher preparation students. ITEPP is in need of a curriculum developer.

Mr. Cramblit stated that ITEPP had been slated to move to a larger space some time ago, and asked what has been done in this area? Dean, Bette Lowery addressed his question stating that a move to Harry Griffith Hall would be contingent upon state funding for the new Behavioral & Social Science Building. The bond measure was voted down in the last election.

ITEPP Summer Institute classes were examined for teachers in the field in relation to distance learning to enable them to meet their professional development requirements.

IV. Grant Strategies. The Inter-Tribal Higher Education Foundation grant strategies were discussed, particularly in relation to weaknesses perceived in the readers comments. Discussion of the misperception of the Foundation as a non-Indian organization ensued. Another misperception was the negativeness of utilizing a fiscal agent. Discussion of advantages of using fiscal agent ensued. (See attached sheet from Mr. Hamby)
The economic advantage of using the lower indirect costs provided by using ITEPP and HSU Foundation personnel were discussed. It was agreed that these costs would be a cost savings over tribal indirect cost. Tribes have sometimes 45% - 25% indirect costs depending on the funding sources.

It was noted the institutions $166,938.00 contribution to the project enhanced the project instead of one grant reader's thought from last year's proposal that it was a detriment to utilize the fiscal agent. This should be made clearer in the new proposal.

Invitations to join the Inter-Tribal Higher Education Foundation or to come together in support of the application to the extended Indian communities in the grant service area were discussed. It was noted that the charter states federally recognized tribes may be members of the Foundation.

Mr. Cramblit will send copies of resolutions, information on the Foundations next meeting, and letters regarding the Foundation to other Indian tribes.

Discussion ensued regarding eligibility for student funding under the grant and a potential selection committee.

There may be a service payback requirement similar to UIHS in the new regulations for the grant. The regulations are not out yet, and it is not known when they will be out.

The possibility of 2 grants being submitted was explored.

It was noted that local field office legislative representatives might be interested in knowing about the Higher Education Foundation. Letters of support were considered.

V. Reauthorization of Elementary and Secondary Education Act (ESEA): The new ESEA reauthorization and how it affects Title V and Title VII was viewed in the video "Embracing the Challenge of Diversity" by California State Polytechnical University Pomona.

Linguistically and culturally diverse students will no longer be viewed as having a deficit, but a resource. Programs must develop cohesive and integrated programs where the historically developed categorical programs such as Title V, Title VII, Goals 2000 all come together in the school classrooms. More flexibility for LEAs SEAs and for accountability. (See attached information sheet prepared by Laura Lee George)
VI. Educational needs of tribes. Ms. Norton said the Hoopa Valley Tribe enjoys having graduates from ITEPP working in their community.

Increased qualifications for early childhood development programs were mentioned. Ms. Norton noted that it is difficult to find applicants for early childhood education jobs with Masters. Ms. Norton also mentioned that early childhood education jobs have been paying low wages.

Tribal representatives have taken early childhood classes by satellite. Each tribe said that they had received grants monies and obtained physical satellite downlink dishes for such staff development.

Mr. Cramblit commented that by 1996 Child Development Association will be required to have one staff member in each classroom with a Masters in early childhood education. Currently the Bureau wants a requirement that headstart teachers have a degree in early childhood education or certificate to substitute for training.

The possibility to downlink programs from HSU for distance learning was considered. Now HSU does not have an uplink, but a CODEC (two-way video compressed on phone line) that could be used to send to Chico's uplink system. Ms. George relayed that she saw a S.F. State nursing class via two-way video link.

The tribal representatives said that the satellite did not provide two-way video connection. It was one-way video with a bridged audio through an 800# for 2 hours on fridays.

Mr. Waddell mentioned that tribal members may wish to upgrade their degrees, as well as to take vocation courses through distance learning.

Ms. Norton stated that elementary and high school students need mentors and role models so that they can see that "if she can do it I can do it too." When members of the community come back, it has been particularly inspiring for students.

Mr. Cramblit said that there was an increase in demand for financial assistance for Yurok students. The number of students being funded has tripled which has resulted in much smaller grants that do not meet the students financial aid needs.
The Yurok Tribe maintains a tracking system from headstart to higher education.

Mr. Cramblit said that Del Norte County is ready to make changes in their curriculum and have multicultural curriculum. The need for liaison to work with public schools was looked at.

Mr. Waddell stated that the Karuk Tribe needs tribal members to complete their educations and come back into the community, particularly in Siskiyou County.

Last year Teresa Marshall, a Karuk Tribal member, returned back to her community to teach the first grade at Orleans Elementary School. She is the first tribal member to teach at Orleans Elementary School.

VII. Language Curriculum Model. The possibility of a language resource instruction model for curriculum development under a consortium was briefly considered. This would enable teachers to preserve or relearn native languages, consequently maintaining culture.

New CLAD/BCLAD requirements were mentioned. Particularly in relation to the requirement for 6 units of language other than English which possibly could include "other incidental languages."

VIII. Development and Writing. Potential developers and writers of the Higher Education Foundation grant proposal were considered as well as the amount of contract for services. ITEPP will hire a consultant to develop and write the Higher Education Foundation's grant proposal. The timeline for the submission of the grant could be very short. Last year there was a 3 week turn around time from when the application was received from the Department of Education in Washington, D.C. It was agreed that to expedite matters there could be a vote by phone on the issues contained within the grant.

IX. Next Meeting. The Yurok Tribe has volunteered to host the next meeting in early January.

X. Adjourn. Meeting was adjourned by Mr. Cramblit at 2:00 p.m.

cc: Laura Lee George, HSU, ITEPP
    James Hamby, HSU, Foundation
    Bette Lowery, HSU, College of Professional Studies
    Marcellene Norton, Hoopa Valley Tribe
    Maria Tripp, Yurok Tribe
    Tom Waddell, Karuk Tribe
ITEPP COORDINATOR'S REPORT
Student Graduation & Job Placement
Fall 1992 through Summer 1994
December 13, 1994

Credentialed Educational Personnel:

Daniel Ammon, Tsnungwe Tribe member.
Professional Clear Single Subject Credential in Mathematics, Spring 1993.
Employment: Vocational & Higher Education Grant Director, Hoopa Valley Tribe.

Melanie Bryan, Yomba Band of Shoshone member.
BA Liberal Studies/Multiple Subjects, Fall 1992.
Preliminary Multiple Subjects credential pending.
Employment: Raising 1 1/2 year old son and 5 month old daughter.

Kimberly Colegrove, Hoopa Tribe member.
BA Liberal Studies/Multiple Subject, Spring 1993.
Professional Clear Multiple Subjects Credential, Spring 1994
Supplemental Authorizations in English and Social Science

Patricia Gibbens, Yurok Tribe member.
BA Liberal Studies/Multiple Subjects, Fall 1992.
Professional Clear Multiple Subjects Credential, Summer 1993. Supplemental Authorizations in English and Social Science.
Employment: Teacher at Orleans Elementary School, Klamath-Trinity Unified School District.

Teresa Marshall, Karuk Tribe member.
BA Liberal Studies/Multiple Subjects, Fall 1993
Professional Multiple Subjects Credential, Spring 1994
Supplemental Authorizations in English and Social Science
Employment: Teacher at Orleans Elementary School, Klamath-Trinity Unified School District.

Holly Monks, Abenaki Tribe.
BA Liberal Studies/Multiple Subjects, Spring 1992.
Professional Clear Multiple Subjects Credential, Spring 1993
Supplemental Authorizations in English and Social Science.
Colleen McCullough, Hoopa Tribe member.
BA Liberal Studies/Multiple Subjects, Spring 1993
Professional Clear Multiple Subject Credential, Spring 1994
Supplemental Authorizations in English, Social Science, Music.
Employment: Tobacco Program teacher, Hupa Health Association

Gina Jones Schwenk, Paiute/Shoshone Tribe member.
BA Liberal Studies/Multiple Subjects, Spring 1994
Professional Clear Multiple Subject Credential with
Supplemental Authorizations in English and Social Science
scheduled for Spring 1995.
Employment: Student Teacher, Del Norte Unified School District.

Nadine Seghetti, Choctaw Tribe member.
BA Liberal Studies/Multiple Subjects, Spring 1993
Professional Clear Multiple Subject Credential, Spring 1994
Supplemental Authorizations in English and Social Science.

Debra Tsatoke, Hoopa Tribe member.
BA Liberal Studies/Multiple Subjects, Spring 1993
Professional Clear Multiple Subject Credential, Spring 1994
Supplemental Authorizations in English and Social Science.

Brian Watkins, Yurok membership pending.
BA Social Science, Spring 1994
Professional Clear Single Subject Credential, Social Science, scheduled for Spring 1995.
Employment: Student Teacher, Arcata High School

Leo Wheeler, Costanoan Tribe.
Employment: Teaching Math in Concord?

Alan Young, Sault St. Marie Chippewa member.
BA Liberal Studies/Multiple Subjects, Fall 1992
Completed Multiple Subjects Teaching Credential at
Sacramento State, Spring 1994
Employment: Teacher at Napa Valley School District.
Bachelor's & Master's Degrees:

Lucius Angell, Bear River Band Wiyot Tribe member.
BA Psychology, Summer 1994.
Employment: Counselor, Vocational Training Program, Hoopa Valley Tribe.

David Arwood, Karuk Tribal member.
Employment: Assistant Planner, Karuk Tribe.

Robert Davis, Klawock Heenya Corporation member (Tlinget/Haida)
BA Psychology, Summer 1994.
Employment: Tobacco Project Director, Northern California Indian Development Council.

Steven Leask, Metlakatla Indian Community member.
BS Business Administration, Computing, Spring 1994

Kathy Lewis, Chukchansi Tribe member.
MA Social Science - Native American Studies, Spring 1994
Employment: Native American Studies lecturer, Fresno City College.

Carol Melendy, Yurok Tribe member.
BS Business Administration, Accounting, Spring 1993
Employment: Accountant for Guidiville Rancheria.

Thomas Murphy, Pawnee.
BA Social Work, Spring 1992
MA Social Science - Native American Studies, Spring 1994
Employment: Coordinator, Disabled Student Services, College of the Redwoods

Nadine Raymond, Yurok Tribe member.
BA Liberal Studies/Multiple Subjects, Summer 1993
Employment: Natural Resources Department Secretary, Round Valley Tribe.

David Reece, Jr., Yurok Tribe member.
December 12, 1994

Inter-Tribal Higher Education Foundation
House #85
Humboldt State University
Arcata, CA 95521

Dear Inter-Tribal Higher Education Foundation,

On behalf of the Indian Teacher and Educational Personnel Program (ITEPP) Student Club, I wish to inform the Inter-Tribal Higher Education Foundation of recent actions taken by the ITEPP Student Club. On December 2, 1994, the ITEPP Student Club in a duly called general meeting, approved by an unanimous vote, adopted Resolution 94-R-01 which calls upon the California State University to adopt a policy requiring the inclusion of the American Indian legal principles and frameworks into the existing American Institutions requirements so that all students and those occupying positions of leadership within the campus community will become knowledgeable and proficient, regarding these American Indian legal frameworks and principles, the Federal Indian Policy, and the inherent sovereign rights of American Indian Nations.

The California State University has failed to instill adequate awareness and knowledge of the unique Trust Responsibility of the United States Government's special relationship with American Indians; the "Special" American Indian Political Status; and the government to government relationship between American Indian Nations and the United States of America; and the understanding that an American Indian tribe, band, nation, or community that is recognized for any purpose is eligible for the special programs and services provided by the Federal Government to America Indians because of their status as American Indians. It is the belief of the ITEPP Student Club membership that the request we are making of the California State University will be the beginning of a process to end the lack of understanding among faculty, staff and students that has promoted an intimidating and demeaning environment for our educational pursuits. Our club membership is continually being called upon not only in the classroom to be experts on American Indian issues, but also to educate others on all the issues that face people of color putting the burden on students to educate instead of professors and putting students in an awkward position. When our club membership has spoken up in class to interject aspects of the American Indian legal principles and frameworks as related to the course topic, professors and other students who are unaware tend to argue otherwise and have perceived our club membership as "having an attitude." This lack of knowledge of the American Indian legal principles and frameworks does not only lead to being labeled but also has led to resentment and misconception that American Indians are completely dependent on the Federal Government for financial and medical support.
It is the intention of the ITEPP Student Club to forward this Resolution to the California State University Chancellor's office in Long Beach, as well as, to see a change in the curriculum of the American Institutions requirement that will benefit all students and promote understanding among all people. With the growth of the economic potential within American Indian reservation boundaries, the importance of being knowledgeable and proficient in the American Indian legal frameworks and principles are becoming invaluable to future graduates of the California State University who have the potential of being employed by American Indian tribes, nations, bands or communities; or being representative of corporations that deal with American Indian tribes, nations, bands or communities; or working for elected politicians and the Federal Government. Understanding the American Indian legal principles and frameworks will help all California State University graduates to alleviate the continuance of unnecessary conflict into their careers which touch upon American Indian water rights, fishing rights, etc. that are current issues facing California today.

The request for a change in curriculum is not only to relieve the lack of understanding among faculty, staff and students that has promoted an intimidating and demeaning environment for our educational pursuits; it is also a request to expand that knowledge into the general population as the graduates of the California State University system enter their respective careers throughout California and elsewhere. With a change in the curriculum the California State University will place itself at the forefront of educational institutions by furthering the Federal Indian policies and reconfirming its commitment to welcome the challenges and opportunities of a diverse and rapidly changing society.

Respectfully,

Kerri J Malloy, Chair
Indian Teacher and Educational Personnel Program Student Club
College of Professional Studies
Humboldt State University
To: Proposal Review Personnel  
From: Andew L. Andreoli  
Subject: Northwestern California Inter-Tribal Education Personnel Development Project Proposal  
Date: February 10, 1994

In 1992, the Indian Teacher and Educational Personnel Program staff submitted a grant proposal to the U.S. Office of Education, Office of Indian Education through the Humboldt State University Foundation for funding consideration under the Education Personnel Development Program. Unfortunately, even though the proposal was rated highly by the field readers, the project was not funded. The reason that it was not funded is that weighted criteria points were added to allow Indian tribes, Indian institutions of higher education and Indian organizations a competitive advantage. During this funding cycle, Indian entities will also receive weighted criteria points to give them a competitive advantage over non-Indian institutions of higher education.

There are over 40 Indian students participating in the Indian Teacher and Educational Personnel Program (ITEPP) here at Humboldt State. A majority of them are in need of financial assistance to ensure that they are successful in meeting their educational goal. Only three grants will be given nationally during this program cycle. With this in mind, the staff of ITEPP consulted with Acting Director of Indian Education Jon Wade on how our grant proposal could be competitive. He indicated that we needed some way to be considered an Indian institution of higher education or an Indian organization. ITEPP staff explored ways that this could be done. Because ITEPP is a part of Humboldt State University, it did not fit the definition of an Indian institution of higher education. It also could not meet the definition or being an "Indian organization" because the requirements are that it be independent. Our solution to the dilemma was to organize a Inter-tribal chartered corporation.

A tribal chartered corporation enjoys the same legal status as a private non-profit corporation. The Inter-tribal Higher Education Foundation has been created by joint resolutions of the Hoopa, Yurok and Karuk Tribes. The proposal explains how this will be associated with Humboldt State University.

If you have any question concerning the proposal or the inter­tribal foundation, please call me at 3672. Thank you for taking time to review this proposal.

ARCATA, CALIFORNIA 95521
The INTER-TRIBAL HIGHER EDUCATION FOUNDATION, a legally established inter-tribal chartered organization of the Hoopa Valley, Yurok and Karuk Tribes, submits this grant proposal for funding under the Indian Education Act, Section 5322 Educational Personnel Development program to conduct the NORTHWESTERN CALIFORNIA INTER-TRIBAL EDUCATION PERSONNEL DEVELOPMENT PROJECT in collaboration with the Indian Teacher and Educational Personnel Program, and the Humboldt State University Foundation.

The project will concentrate its activities on the preparation of educational and ancillary educational personnel to serve Indian students in Humboldt, Del Norte and Siskiyou counties, the indigenous homeland of the Yurok, Hupa, and Karuk Tribes. The combined population of these tribes is nearly 8,000; the largest rural American Indian population in California.

Approximately 3,000 Indian students are educated at over 124 schools in the proposed service area of this project. According to data from the California Department of Education, there are 38 teachers who are American Indian out of a 1,831 member teaching force. There is a critical need for Indian teachers.

The proposed project will enable 59 Indian students to achieve a Bachelor's Degree, California Teaching Credential and/or Master's Degree over a three year project period. Additionally, 200 American Indian parents, teachers and ancillary educational personnel will receive training designed to prepare them to advocate for, and initiate programs to meet the special cultural and educational needs of Indian children.

Indian Teachers and ancillary educational personnel trained through this project will not only understand the cultural and behavioral characteristics of Indian students, but will also have the knowledge of multicultural instructional methods to teach the basic academic curriculum found in public and other schools without compromising the cultural identity of American Indian students.

This project proposes to achieve its purposes by integrating theoretical study through regular matriculation during the academic year with an applied instructional methodology facilitated by an academic year fieldwork requirement. The project proposes training in the substantive subjects pertaining to Indian education that will be provided in special classes which will focus on significant topics, issues, and foundations that are designed to meet the special cultural and educational needs of Indian children.

The funding requested for this project is $276,190 each year over a three year project cycle. A substantial portion of the funds will be used for participant stipends, books and registration fees. The remainder will be for specialized classes, workshops and institutes.
PROJECT NARRATIVE

NEED STATEMENT

The project proposes to address the significant need for additional and better trained persons to serve Indian students as educational personnel. These educational and ancillary educational personnel will assume leadership for facilitating institutional changes within the school systems that Indian students attend. A rigorous training program will be provided by the project to ensure that all of the participants who complete have an understanding of the cultural and behavioral characteristics of Indian students as well as the knowledge of multicultural instructional methods to teach the basic academic curriculum found in public and other schools without compromising the cultural identity of American Indian students. The (Indian Nations at Risk Task Force Study 1990) states the following:

American Indian and Alaska Native teachers, administrators, counselors, and specialists are needed in schools at all levels and in all areas because Native staff serve as role models for Native students thus helping increase self-esteem. Native staff are more sensitive to the cultural and learning styles of Native students because they share a common cultural and language background.

According to the 1990 U.S. Census, California has the 2nd largest population of American Indians in the United States. There are 242,164 American Indians and Alaskan Natives living in California which makes up about 0.8 percent of the total state population. The 1990 Census also reported that there were 53,204 American Indians living in California between the ages of 5 and 17 years old, which made up 1 percent of the total population in that age group. Most Indian people in California do not live on reservations. The Bureau of Indian Affairs estimates that one-half of the Indian population in California is not enrolled in a federally recognized tribe. The proposed project will primarily serve the three largest federally recognized California tribes, the Hoopa, Yurok and Karuk. The combined population of these tribes is nearly 8,000.

Northwestern California is comprised of six rural counties; Del Norte, Humboldt, Siskiyou, Trinity, Mendocino and Lake. In land area this region is approximately 36,000 square miles, or about the size of the State of Indiana. This area encompasses the largest rural American Indian population in California. Over 5,000 Indian students (California Basic Educational Data System, California Department of Education 1990-91) reside here. The three largest Indian reservations in California are located in this region; Yurok, Round Valley and Hoopa. There are five federally recognized Indian Rancherias in Humboldt County alone. On or near these reservations and rancheria, besides the already
mentioned tribal members of the Yurok, Hupa and Karuk nations, reside members of the Tolowa, Wiyot and some 53 other Indian tribes.

The NORTHWESTERN CALIFORNIA INTER-TRIBAL EDUCATION PERSONNEL DEVELOPMENT PROJECT hereafter referred as the Inter-Tribal Education Personnel Development Project (IEPDP) will concentrate its activities on the preparation of educational personnel to serve Indian students in Humboldt, Del Norte and Siskiyou counties, the indigenous homeland of the Yurok, Hupa, and Karuk tribes. However, Indians from all tribes will have equal access for participation in the project.

There are 74 school districts with a total of 124 schools in the immediate three county area, or service region, of the proposed project. Nearly 3000 Indian students attend these schools (Title V, Indian Education 506 Count 1992-93). Four districts; Eureka City Schools, Klamath-Trinity Joint Unified, Del Norte County Unified and Northern Humboldt Union High School District have over 85 percent of the Indian student enrollment in the area. Three of the districts have Indian student enrollments of over 10 percent. One school district, Klamath-Trinity Joint Unified School District, has an Indian student enrollment that is 66 percent of the total student body. The largest elementary school in the district, Hoopa Valley Elementary, with over 500 students, has a 93 percent Indian student enrollment.

Del Norte County borders the State of Oregon. The Del Norte County Unified School District with 10 schools serves 5201 students. According to the district's Title V, Indian Education Program staff, 550 Indian students attend district schools. One of the schools, Margaret Keating Elementary, has a significant Yurok student enrollment. The school is located on the Yurok Reservation.

Siskiyou County situated to the east of Del Norte County also borders the State of Oregon. It has 29 school districts with 40 schools. Two school districts, Siskiyou Union High School/Happy Camp and Yreka Union, have significant Indian student enrollments (Title V, Indian Education 506 Count). This county can be considered the "most rural" of all of the other counties in the service area of the proposed project.

According to data from the California Department of Education (California Basic Educational Data System 1992-93) there are 38 American Indian or Alaskan Native teachers in the three county service region of the proposed project. The total number of teachers according to the same data source is 1,831. This means that Indians make up only 2 percent of the teaching force. At Klamath-Trinity Joint Unified School District, the district with over 60 percent American Indian student enrollment, there are 10 Indian teachers out of a total of 56.
This calculates to 14 percent of the teaching force—a 46% disparity with the student enrollment. In Humboldt County, 27 school districts out of 35 do not have Indian teachers.

**TABLE I**

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>CERTIFICATED TOTAL INDIAN</th>
<th>SCHOOLS WITH INDIAN STUDENTS</th>
<th>NUMBER OF INDIAN STUDENTS</th>
<th>PERCENTAGE OF INDIAN STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Del Norte</td>
<td>232</td>
<td>10</td>
<td>550</td>
<td>11.6</td>
</tr>
<tr>
<td>Humboldt</td>
<td>1113</td>
<td>58</td>
<td>2142</td>
<td>10.1</td>
</tr>
<tr>
<td>Siskiyou</td>
<td>486</td>
<td>29</td>
<td>535</td>
<td>6.1</td>
</tr>
</tbody>
</table>

Table 1, includes only Humboldt Del Norte and Siskiyou Counties. The same data source indicates that Indian students attend 97 of the 124 schools in the service region of the proposed project. The data presented in Table 1., exhibits a significant need for American Indian teachers.

In July 1990, at the Indian Nations at Risk Task Force meeting, ten goals for Indian education were established. Goal number four stated that: "By the year 2000, every Native student will demonstrate mastery of English, mathematics, science, history, geography, and other challenging academic skills necessary to an educated citizenry." A review of school district data in the service region of the proposed project provides some dismal statistics related to academic achievement for Indian students with regard to the subject areas mentioned in the aforementioned goal.

**TABLE II**

American Indian Total 1992-1993

<table>
<thead>
<tr>
<th>County</th>
<th>Grade 9-12</th>
<th>Grade 12</th>
<th>Intr Algb</th>
<th>Adv Math</th>
<th>Chem</th>
<th>Phys</th>
<th>A-F Req</th>
<th>1991 Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siskiyou</td>
<td>120</td>
<td>27</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Del Norte</td>
<td>139</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Humboldt</td>
<td>664</td>
<td>76</td>
<td>8</td>
<td>5</td>
<td>12</td>
<td>5</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>Totals</td>
<td>923</td>
<td>121</td>
<td>24</td>
<td>15</td>
<td>22</td>
<td>8</td>
<td>13</td>
<td>81</td>
</tr>
</tbody>
</table>

(California Basic Educational Data System Report, Calif, Dept. of Education)

Table II displays information related to the academic subject areas necessary for admission to the University of California and the California State University College Systems. According to Table II, only 13 students out of 121 Seniors have
completed the A-F requirements for entry into a university program. Less than 1% of all Indian students in grades 9-12 have attempted Introduction to Algebra. Only 15 students have taken advanced mathematics. The A-F Graduation Requirements mandate that students engage in four years of English, three years of mathematics, one year Laboratory science, one year U.S. History, two years of foreign language, and four years college preparatory elective courses. According to the data presented, only 11 percent of the Indian seniors have completed these courses.

There are various methods of reporting dropout rates. In most cases they are reported in ways to make them look less severe. One local reservation High School reported a zero dropout rate when in fact American Indian students were being sent to the local continuation high school where dropout rates are not reported to the State.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Siskiyou</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Del Norte</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Humboldt</td>
<td>57</td>
<td>34</td>
</tr>
</tbody>
</table>

(Enrollment, Graduate and Dropouts in California Public Schools by Ethnic Group, 1991-92 California Department of Education)

Table III indicates that except for Siskiyou County, the other counties have dropout rates that equal 50 percent or more of their graduation rates. For instance, Humboldt County has 57 graduates and 34 dropout; in this case slightly more than 50 percent. No matter how you report the drop out rate, it is considerable for the Indian students in the service area of the proposed project.

In the Spring of 1992 at the request of the Hoopa Valley Tribal Education Association, the Center for Indian Community Development at Humboldt State University conducted a study of the educational needs of the Hoopa Valley Reservation. This study is the first in a series of similar studies to be conducted for the Yurok and Karuk tribes. The report of this study titled Educational Needs Assessment of the Hoopa Valley Reservation was published February 1, 1993. Three surveys from which information was drawn for the report were conducted. The most extensive of the surveys involved interviews with 193 reservation Heads of Household who were selected at random from 325 household addresses. Respondents were questioned about their background characteristics, their experience with the educational system, the things they liked and disliked about the schools, their own need regarding further education or training, whether or not they felt that aspects of Indian culture should be covered in school
curriculum, and their experience with federally funded educational equity programs.

According to the report 83 percent of the 193 responding Heads of Household were Indian and 17 percent were non-Indian. Eighty-seven percent of the Indian respondents were enrolled members of their tribes. Sixty-six percent of the Indians were Hupa, the remainder included Yurok, Karuk, Redwood Creek, Round Valley, Smith River, Cherokee, Northern Cheyenne, Chippewa, Osage, Pitt River, Pomo, Shoshone, Sioux, Tolowa, Wailaki, and Yamasse.

The second survey was of reservation Key Informants, persons who were likely to be familiar with the educational system and the students it educates. Eighteen persons responded to the Key Informant survey. Eight were Indians, 9 were non-Indians and one did not identify their ethnicity. Seven respondents were teachers and three indicated that they were school assistants. The remainder of the respondents worked at various tribal offices, businesses and public agencies.

The third survey was of the students at Hoopa Valley Elementary and High Schools. Ninety-five students responded to the survey. Seven were from the 6th grade and the remainder were from high school. Fifty-eight percent of all students were Indian and 42 percent were non-Indian. Sixty-nine percent of the Indian students were enrolled in their tribes.

Responses to the questions in the survey are extensive. For the purpose of establishing need for the INTER-TRIBAL EDUCATION PERSONNEL DEVELOPMENT PROJECT those items relevant to the purpose of this project will be discussed. When asked, "What are some of the problems with the Hoopa Valley Elementary School?" 64 percent of the Heads of Household with children in the Hoopa Valley Elementary School indicated one or more problems with the school. Forty-two percent of the respondents were critical of the teachers or their teaching styles. Some of the comments were:

Teachers have bad attitudes towards children. They have low expectations, and they underestimate the kids. Hoopa Elementary is way behind. Indian kids have more potential than they're given credit for.

Lack of staff training and sensitivities of culture. Lack of staff training in Indian learning styles.

Teachers who are not welcomed in other communities, we somehow get them at our school. This is very dangerous to the Native American Indian students who already lack self esteem, etc. We need strong leadership at Hoopa Elementary.
The researchers state in the report that a repeated theme in the criticism of teachers was a lack of involvement with the local community.

The teachers are not from our community. They are not involved.

We need teachers who live in our immediate area and not miles away.

Hoopa is the largest reservation in California, but the staff is 90% white. It reinforces the children's mind that as an Indian (sic) are not capable of reaching a higher level. This system does not hire locals. The Indian Teacher Program at HSU has been going on for 20 years, but the elementary school has not hired one local Indian...

The Key Informants and students from the elementary school when asked about problems with the elementary school made the following comments. Their comments generally mirrored those of the Heads of Household.

That children are promoted socially, not academically. We need to instill more values on education.

A few teachers-prima donna types. Some hopeless children-children without hope.

Too many white teachers who do not live on the reservation. They commute in from other areas.

Lack of parental involvement. Blaming that goes back and forth between school and community. Inability to meet the needs of 7th and 8th graders. Inability to stay on top of drug and alcohol use in elementary school.

When asked whether they thought that the educational system at Hoopa Valley Elementary School could be improved, 89 percent with children in school thought that it could. When asked what they thought could be improved, their answers focused on teacher training or replacement, better teacher/student relations, hiring Indian teachers, and upgrading academic standards.

Comments from survey respondents concerning the Hoopa Valley High School were very similar to those regarding the elementary school. When asked "What are some of the problems with Hoopa Valley High School?" 72 percent of the 36 Heads of Household with children in the high school indicated one or more problems with the school. Thirty-one percent of the respondents were critical of the teachers. Their comments include:
Drugs, not enough teacher participation, not enough supervision, needs to advance in education.

Teachers need to be available...They do not want parent involvement. Their attitude is, "This is our school, and we'll run it how we please."

Problems with teachers who have been there too long.

Teachers pay favoritism to Willow Creek kids.

Teachers who don't care for the students or the area.

Eighty-seven percent of the high school students in the student survey noted one or more problems with the school. Students did mention problems with teachers and other school personnel, but their most frequently cited problem was drug abuse. Some of their comments were:

- The drug use at this school.
- Drugs, sex, pregnancy.
- Drugs, gangs, people who have no ambition to be here but still end up going and making life a complete mess for all of us others.
- The classes are not hard enough.
- Its boring.
- Need more advanced classes need a new counselor to help get us into college not one that doesn't care if you go or not.
- The school is boring.

When asked whether the educational system at Hoopa Valley High School could be improved in any way, 89 percent of the Heads of Household indicated that the education could be improved. The areas where they felt improvement was needed focused on teacher training, and on upgrading the curriculum and academic standards. Some of their comments were:

- Teachers need to be brought up to a level where the kids will also advance.

- Recruiting teaching staff that care about children. Professionals. Get rid of dead wood on staff now. Teachers, administrators.
More support from the community. New teachers.
White teacher's relationships with Indian students.

They need a more educated staff. They need to be taught to deal with dysfunctional families. I get the impression from them, they're overworked and underpaid. They won't put the necessary extra effort into the children. Example: I get paid this much, I put in my time, if the child does not cooperate, get rid of them.

Fifty-seven percent of the high school students in the Student Survey indicated that their education could be improved. Most of their comments focused on improvement of teachers or teaching. Some of the student comments were:

No names, but teacher/student relationships could be improved.
Personally, I like my teachers but I don't like how they treat my friends.

The teachers could give us a little more incentive to work and they could make it a little less boring.

Ask Mr. (teacher) how he teaches and follow his system of teaching.

The teachers don't have any teaching skills especially Mr. (teacher), Mr. (teacher), and Mr. (teacher) (Has crude comments about females).

Need better teachers and new faculty members. Need more advanced classes.

The math class. We need (teacher) out and more fun classes.

The one main thing is the Algebra teacher-get new one.

The researchers concluded that high school students were having particular problems with mathematics. Thirty-six students indicated that they needed after-school tutoring; 88 percent of these indicated that they needed tutoring in math.

As explained earlier in the proposal, the study is extensive and only a portion of the report and its findings are included in this proposal to demonstrate the varied educational needs in the proposed service region. Since students from the; Yurok, Karuk and Hoopa tribes attend schools in the Klamath-Trinity Joint Unified School District, the study provides a good sampling of the problems with Indian education in the area.
SUMMARY OF NEEDS

The education provided to Indian students in the proposed service region of the Inter-Tribal Education Personnel Development Project is poor. Few Indian students are attempting and/or completing the educational requirements for their admittance to a university in the California State University System. The high school graduation rate for Indian students is very low in comparison with the general population. The dropout rate for Indian students in many of the area schools surpasses the graduation rate. Indian students need to enroll in and complete the classes to qualify them for a college education. Intervention programs need to be implemented to address the high dropout rates.

There is a limited number of Indian education professionals in the service region. Only 38 Indian teachers are identified in a teaching force that totals 1,831. These 38 Indian teachers are scattered among 124 schools dispersed amongst 74 school districts. Over 3,000 American Indian students attend these schools. There is a critical need for more Indian teachers.

Indian parents and Indian students themselves are not satisfied with the education that is provided to them by non-Indian educators. There is a need to upgrade the curriculum and the teaching methodology for delivering it. Non-Indian educational personnel need to become aware of the cultural and behavioral characteristics of Indian students to facilitate a better understanding between them. They also need a knowledge of the social and cultural factors that affect the learning of Indian students, so that they can teach the basic academic curriculum found in public and other schools without compromising the cultural identity of those students.

PLAN OF OPERATION

STATEMENT OF PURPOSE

This project proposes to train 40 full-time American Indian participants at the University for three 12-month periods commencing on July 1, 1994 and ending on June 30, 1997. The majority of the trainees will become teachers who are expert in meeting the cultural and educational needs of Indian students. Several of the trainees will earn either Master Degrees, Bachelor Degrees in Social Work and/or Pupil personnel Credentials which will prepare them to address the educationally related needs of Indian students. In addition, approximately 200 ancillary educational personnel who work with Indian children, parents of Indian children, tribal officials and Indian community members will receive training through seminars, meetings, and workshops designed to give program participants community and public school based experiences.
This project proposes to implement the recommendations of "Toward the Year 2000: Listening to the Voice of Native America" (National Advisory Council on Indian Education 1990). Where support services are provided to address the social and cultural needs of Native students who often have limited or no exposure to a college environment. The project will provide Native learning centers, counseling, and a tutorial support system. It will host cultural and social events and serve as a place where Native students can gather informally and find a supportive network.
Dear Applicant:

I regret to inform you that the Office of Indian Education is unable to fund your application submitted for fiscal year (FY) 1994 funds for an Educational Personnel Development Program authorized under Subpart 2 of the Indian Education Act of 1988, as amended.

Your application was read and evaluated by two Indian educators and one Federal education program specialist, and was given thoughtful and thorough attention throughout our review process. This process is highly competitive and, therefore, many worthy applicants must be turned down in every round of grant awards. However, your final standardized score did not fall within the funding range, and your application cannot be funded.

Enclosed, for your use and information, are copies of your reader evaluations, a copy of your proposal and information on your ranking. This office will also retain one copy of your application for 24 months after the close of fiscal year (FY) 1994 in case you wish to discuss it with us. If you have questions about your application, or the review process, please write to this office at the address shown below:

Office of Indian Education
Grants Administration
400 Maryland Avenue, SW, Portals, Room 4300
Washington, DC 20202-6335

We appreciate the time and effort you and your staff spent in planning and preparing the application. Thank you for your interest in Indian Education.

Sincerely,

[Signature]
Cathie Martin
Director
Division of Program Support
Office of Indian Education

Enclosure
August 15, 1995

The following grant application is submitted to you on behalf of the Yurok, Karuk, and Hoopa Valley tribes, and the Humboldt State University Foundation who are joined in a consortium to provide Professional Development Programs to increase the number of qualified Indian individuals in education and professions that serve Indian people.

Thank you for your time, effort and consideration.

Sincerely,

Susa Long, Chair
Yurok Tribe

Laura Lee George, Director
Indian Teacher & Educational Personnel Program

LLG:ed

ARCATA, CALIFORNIA 95521
August 15, 1995

Ed Simermeyer
Director Office of Indian Education
United States Department of Education
600 Independence Ave., S.W. ROB-3
Washington, D. C. 20202-4735

Dear Mr. Simermeyer:

I am pleased to learn the application for the Educational Personnel Development Programs have recently been released. The Indian Teacher Education Personnel Program (ITEPP) has historically served the local Tribes and provides the local community with a well-trained cadre of Educational Leaders with the training necessary to meet the specialized needs of our students in the public school system.

As the largest tribe in California, and with 80% of the tribal population in public schools, programs such as ITEPP serve a critical need. Areas the Tribe is particularly concerned with are:

A) Culturally appropriate counseling
B) Cultural and language programs as a diversionary activity
C) Strengthening of traditional Yurok Family structures
D) Integration of Tribal concerns/perspectives in the public schools
E) Recreational activities to promote healthy families

ITEPP has been instrumental in meeting these needs. Currently the Tribe is employing four former ITEPP students who we find to be excellently trained.

The Yurok Tribe looks forward to the continued development of this effective working relationship. Currently the Yurok Tribe has approximately 20 students at Humboldt State. With increasing tuition, the amount of scholarship funds available to these students are being reduced. The funds which ITEPP will provide upon receiving this grant will assist all of the Tribes in this area to meet goals of education tribal members.

Sincerely,

Susie L. Long
Chairperson
8/16/95

Ed Simermeyer
Director
Office of Indian Education
U.S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202-6439

Dear Mr. Simermeyer,

The Karuk Tribe of California is pleased to be a partner in the Consortium with other northern California Tribes and Humboldt State University for the submission of this application for the Professional Development Program.

The award of this grant would assist an existing, well established program, in achieving its goals. One of the Tribes main concerns is the lack of local Native American professional educators in our local school systems. If funded the program would provide an opportunity for the three major Tribes of northern California to further develop its own educational programs as well as enhance local public school programs.

The proposal can stand on its own merits, therefore I ask only that you give this proposal your full consideration and thank you for your attention.

Sincerely,

[Signature]

Alvis Johnson
Tribal Chairman
Karuk Tribe of California
Ed Simermeyer  
Director  
Office of Indian Education  
U.S. Department of Education  
Office Of Elementary And Secondary Education  
Washington, D.C. 20202-6439

Dear Mr. Simermeyer:  

The Hoopa Valley Tribe is pleased to be a partner in the Consortium with other Northern California Tribes and Humboldt State University in submitting this application for the Professional Development Program.  

If this application is selected for funding the three major Tribes of Northern California will be able to enhance and further develop the infrastructure of their human service divisions as well as increase the pool of professional educators for the local school systems, particularly the schools located on the Hoopa Valley Indian Reservation. As the Hoopa Tribe continually increases its service programs we have a great need for specialized training for employees in the tribal education and human service programs and for community members interested in seeking employment. Through the Consortium, we plan to coordinate the training needs and cooperatively work together for the benefit of all Indian programs located within the local communities.  

Thank you for the consideration and review of our application.  

Sincerely,  

Dale Risling  
Chairman, Hoopa Valley Tribe
August 14, 1995

Ed Simermeyer, Director
Office of Indian Education
U.S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202-6439

Dear Mr. Simermeyer:

Humboldt State University enjoys an active and working partnership with the Inter Tribal Higher Education Foundation, a Consortium which is chartered by the Hoopa Valley, Yurok, and Karuk tribes of Northern California. Through the Consortium, Humboldt State University is committed to working with tribal education and human service programs in meeting the community and educational needs of all Native American people.

If selected for funding, this application will enable the Consortium to collaboratively implement the educational and human service programs, which are so much in need, within the local communities. Thank you for the review and consideration of this application.

Sincerely,

Alfred J. Guillaume, Jr.
Provost & Vice President
for Academic Affairs

AJG:ld

cc: Dean Bette Lowery
CHARTER
INTER-TRIBAL HIGHER EDUCATION FOUNDATION

Tribes participating in the Inter-Tribal Higher Education Foundation, an instrumentality of the Hoopa Valley, Yurok, and Karuk Tribes, are committed to securing the finest college education for Indians seeking to be teachers, administrators, teacher aides, social workers or to enter related occupations.

The tribes find that successful completion of a college education or credential requirements calls for sufficient financial and related assistance to students. Consequently, the participating tribes hereby charter an Inter-Tribal Higher Education Foundation structured in the following manner:

1. **Board of Trustees** - the governing body of this inter-tribal organization shall be composed initially of 6 seats, two tribal members each from the Hoopa Valley, Yurok and Karuk Tribes, selected by their respective tribal Councils, who are knowledgeable about and experienced in higher education, teaching and federal grant administration; different federally recognized Indian tribes can apply, subsequently participate and hold 1 seat on the Board of Trustees;

2. **Authority** - the Board of Trustees shall have authority to seek funding, receive grants, and enter into contracts and to perform in compliance with contracts and this Charter; the Board of Trustees shall have whatever authority is necessary and proper to carry out the intent of this Charter;

3. **Fiscal Affairs** - the fiscal affairs of this inter-tribal organization shall be assigned to and carried out by the Humboldt State Foundation; management errors and omissions insurance, or similar protection, shall be obtained by the Board of Trustees to protect participating tribes, this inter-tribal organization, the Board of Trustees and staff acting in the scope of their assigned duties;

4. **Articles of Incorporation** - this Charter shall be, and so interpreted to be, the articles of incorporation of this inter-tribal organization;

5. **Bylaws** - the Board of Trustees may from time to time pass bylaws consistent with this Charter;

6. **Process** - sessions of the Board of Trustees shall be noticed in writing and accurate minutes shall be made; no motion shall pass except if there are at least three votes to pass, one vote each by a Hoopa Valley, a Yurok and a Karuk Trustee; insofar as is consistent with this Charter, parliamentary process shall be in conformance with Robert's Rules of Order;
7. **Sovereign Immunity** - neither this Charter nor any subsequent statement or action by the Board of Trustees or staff shall be, or so interpreted to be, a waiver of tribal sovereign immunity, express or implied, except with the advance written permission of each tribe participating in this inter-tribal organization;

8. **Indian Students** - Indian students, otherwise eligible, seeking fellowships, traineeships, stipends and dependent allowances, among other forms of assistance, pursuant to applicable tribal, federal or state statutes, shall have the right to seek Foundation assistance irrespective of tribal affiliation;

9. **Staff** - the Board of Trustees may from time to time select staff or acquire the services of contractors to carry out the objectives of this inter-tribal organization;

10. **Amendment** - amendment of this Charter shall occur solely with the written consent of the participating Tribes.

Dated: February 9, 1994

THE HOOPA VALLEY TRIBE

by: [Signature]

Vice-Chairman

Dated: 2-10-94

The Yurok Tribe

by: [Signature]

Chair

Dated: 2/11/94

THE KARUK TRIBE OF CALIFORNIA

by: [Signature]
## Application for Federal Assistance

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<td>4. DATE RECEIVED BY FEDERAL AGENCY</td>
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### Applicant Information

- **Legal Name:** Humboldt State University Foundation
- **Organizational Unit:** ITEPP Indian Teacher & Educational Personnel Program
- **Address (Give City, County, State, and Zip Code):** P.O. Box 1185, Arcata, CA 95518-1185
- **applicant ID number:** Laura Lee George (707) 826-3672

### Employer Identification Number (EIN): 94-6050071

### Type of Application:
- ☐ New
- ☐ Continuation
- ☐ Revision
- ☐ Increase Award
- ☐ Decrease Award
- ☐ Other (Specify: Consortium)

### Catalog of Federal Domestic Assistance Number: 842299

### Title: Professional Development

### Areas Affected by Project (Give Counties, States, Etc.):
- California, National United States

### Proposed Project:
- **Start Date:** 9/1/95
- **Ending Date:** 8/31/2000
- **Applicant:** 2

### Congressional Districts of:
- **State:** State of California

### Estimated Funding:
- **YEAR I**
  - ☐ Federal: $265,918
  - ☐ State: $179,437
  - ☐ Local: 
  - ☐ Other: 
  - ☐ Program Income: 
  - ☐ Total: $445,355

### IS THE APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
- ☐ YES
  - This pre-application/application was made available to the state executive order 12372 process for review on 8/17/95
- ☐ NO

### IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
- ☐ Yes
  - If "Yes," attach an explanation.
  - ☐ No

### Authorized Signer:
- **Dr. Carolyn Mueller/James A. Hamby**
- **Authorized Signer:** 707-826-330
- **Date Signed:** 8-16-95

---

**Standard Form 254 - DEW**

**Authorized for Local Reproduction**
Name of Institution/Organization
Humboldt State University Foundation
Indian Teacher & Educational Personnel Program

Applicants requesting funding for only one year should complete the column under “Project Year 1.” Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**

**U.S. DEPARTMENT OF EDUCATION FUNDS**

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<th>Budget Categories</th>
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<th>Project Year 4 (d)</th>
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SECTION C - OTHER BUDGET INFORMATION (see instructions)
BUDGET AND COST EFFECTIVENESS

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<td>Printing &amp; Duplicating</td>
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<td>Space &amp; Utilities</td>
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<td>129,554</td>
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<td>131,935</td>
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<td>INDIRECT COSTS (8% of MTDC)</td>
<td>10,364</td>
<td>13,292</td>
<td>10,555</td>
<td>13,633</td>
<td>10,753</td>
<td>13,791</td>
<td>10,959</td>
<td>13,950</td>
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<tr>
<td>TOTAL COSTS</td>
<td>* 265,919</td>
<td>179,436</td>
<td>268,490</td>
<td>184,047</td>
<td>271,162</td>
<td>186,175</td>
<td>273,941</td>
<td>188,331</td>
<td>276,072</td>
<td>190,514</td>
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</table>

* Totals differ by $1 due to rounding.
The institutional indirect cost rate is 40% SWB. The difference between that rate and the 8% Modified Total Direct Cost requested (stipends are excluded; HSU does not charge tuition) constitutes cost sharing, as does the application of that rate to cost-shared personnel costs.
BUDGET NARRATIVE

PERSONNEL:
1. Reflects Consortium partner ITEPP/HSU’s 3.5 staff positions with percentage of each’s time as stated in Narrative p. 21. Estimated raises for the CSU are 3.1% for year 2 and 1.3% for subsequent years.

2. The project faculty/supervisor’s salary is based on regular CSU assistant professor step 13 entry level position pay with salary increases of 1.3% for years 2 through 4.

3. Advisory Board and Selection Committee members’ time is based on ten percent of the average salary of each of the 3 Consortium partner’s tribal education director’s salaries.

4. Workshop Inservice Trainers. $2,000 will be used to pay for specialists to meet inservice needs identified by tribal and other Indian educational programs at the fall and spring workshops held on a reservation or other Indian education site.

FRINGE BENEFITS for the USDOE funds are based on the HSU Foundation’s rate of 15%, while the Consortium fringe is based on the California State University rate of 33% even though tribal fringe is higher.

TRAVEL:
1. Administrative Travel is shared between the USDOE and ITEPP/HSU to attend relevant in and out of the Project’s service area educational conferences and the oversight of Project’s activities on the reservations and other Indian educational program sites.

2. Project Staff Travel is calculated at 30 cents per mile for 5,000 miles for the Project’s Faculty/Advisor to supervise students during their field experience placements.

3. Advisory Board/Selection Committee Travel will be in-kind from each of the three tribal consortium partners based on 30 cents per mile for a total of 550 miles per meeting for four meetings.

4. Student Travel is calculated at 30 cents per mile for the Project’s 18 stipended students to travel to their fieldsite placements which are located on American Indian reservations and other K-12 Title IX Indian Education program sites.

SUPPLIES:
1. Office and other Supplies of $200 will be allocated by the USDOE funds and $1,500 from the consortium partner ITEPP/HSU.
OTHER:

1. Student registration fees are currently $1,894 per student per year for 18 stipended students. Although CSU fees have raised 70% over the past 5 years, there was no increase for this year and the Project is projecting a 5% increase over the 5-year Project period.

2. Student Textbook/Supplies are calculated at $648 per year per student for 18 students as is currently estimated by the Financial Aid Office student budget (Appendix ?).

3. Student Stipends are calculated at $700 per month for the 18 stipended positions for the months of August through May the 10 months when regular HSU courses are offered).

4. Student Fees are included for Certificates of Clearance, Credentials, CBEST, and other tests required of project students.

5. Summer Extended Education Fees are included for the 18 stipended students to enroll in 3 units of regular coursework related to their educational objectives at $105 per unit during summer session. Students are not required to take summer courses, but ITEPP’s experience has been that students wish to take courses to accelerate their completion dates.

6. Summer Texts and Supplies are calculated at $75 per student for the 18 stipended positions for summer school books and other necessary supplies.

7. Summer Institute fees are calculated at $35 per unit for six units for the 18 stipended students and the 40 qualified Indian educational personnel who are improving their skills to serve Indian people.

8. Symposia Consultants (40 qualified Indian educational personnel currently practicing in the field) who participate in the special American Indian symposia during the Summer Institute will be given a $100 honorarium for their contributions and expertise.
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   C. Map of California
   D. ITEPP Coordinator's Report: Summative Student Program
   E. List of Specialized Indian Education Courses
   F. Student Selection Criteria Form and Participation Agreement
   G. Key Personnel Position Descriptions and Resumes

ITEPP: FY 1995 Discretionary Grant Application
(1) Meeting the Purposes of the Authorizing Statute (30 points)

The Inter-Tribal Higher Education Foundation, co-chartered in 1994 by Northern California's three largest Tribes--the Hoopa, Karuk and Yurok Tribes -- in consortium with Humboldt State University's (HSU) Indian Teacher and Educational Personnel Program (ITEPP), is applying to the U.S. Department of Education, Office of Elementary and Secondary Education, for a Discretionary Grant under Indian Education to implement a five-year Professional Development Program beginning in FY 1995. The purposes of this program are (1) to increase the number of qualified Indian individuals in professions that serve Indian people, (2) to provide training to qualified Indian individuals to become teachers, administrators, teacher aides, social workers and ancillary educational personnel, and (3) to improve the skills of qualified Indian individuals who serve in the capacities described in (2). The program encompasses both preservice and inservice training, and includes continuing education programs, special summer institutes, workshops and direct financial support of program participants. The specific objectives of the program are:

Objective 1 - To enroll three (3) qualified American Indians annually in each of five successive years to fill stipended positions reserved for students in master's degree programs leading to professional careers serving Indian people.

Objective 2 - Beginning in the second year and semi-annually thereafter, to have at least two (2) stipended students receive master's degrees semi-annually and be placed in professional positions serving Indian people. (In the five-year program period, at least six [6] stipended students will receive master's degrees and be placed in professional positions serving Indian people. A master's degree is typically a 2 or 3 year program. There is a distinction made between "stipended positions" and "stipended students". Stipended students will cycle through the stipended positions due to the varying levels of coursework students...
Objective 3 - To enroll qualified American Indians annually in each of five successive years to fill fifteen (15) stipended positions reserved for students in degree and/or credential programs leading to careers as teachers, administrators, and ancillary educational personnel.

Objective 4 - In the five-year program period, to have at least twenty-five (25) individuals cycle through the fifteen (15) stipended positions and receive bachelor's degrees and/or credentials and be placed in positions as teachers, administrators, and ancillary educational personnel.

Objective 5 - In each of five successive years, to annually train 40 (200 total) qualified Indians serving Indian people—including professionals, teachers, administrators, teacher aides, social workers and ancillary educational personnel—in special summer institutes, symposia and workshops designed to meet the special cultural and educational needs of Indian students, as well as to enhance trainees' professional skills and enrich the curriculum available for their professional use.

Objective 6 - To have each stipended participant in the Professional Development Program perform work related to the training received in the Program, in service to and for the benefit of Indian people, or to repay all or a prorated part of the financial assistance provided by the Program.

Appendix A is a summary of undergraduate, graduate and credential programs available at Humboldt State University. The graduate major programs, in particular the Master's Degrees in Business Administration, Natural Resource Management, Psychology and Sociology, typically are combined with a Native American Studies Minor in order to provide the complement of knowledge and skills essential for professionals serving Indian communities. Appendix B provides the results of 1995 surveys demonstrating the need among California Tribes and Indian Health
Centers for qualified Indian administrators, managers and counselors.

It is important to note that in the California State University System, there is no undergraduate major in education. Instead, those training for careers in the field of education are required first to complete an undergraduate program in a major discipline that includes an option which satisfies the prerequisites for entrance to a post-baccalaureate year in an accredited credential program leading to a Multiple Subjects (Elementary) or Single Subjects (Secondary) Teaching Credential. California's credentialing laws requires teacher credential students to either (a) complete a major degree waiver program or (b) obtain a Bachelor's Degree and pass the National Teacher's Examination (PRAXIS series) in the appropriate degree area and (c) complete a post-baccalaureate year of professional development and practice for a clear professional credential.

(2) Extent of the Need for the Program (20 points)

While the proposed Professional Development Program will serve American Indians residing within the entire state of California, the primary target populations and communities will include all American Indians residing in Humboldt, Del Norte and Siskiyou Counties of Northern California--an estimated 20,000 people. As indicated below, approximately 14,000 of the American Indians in the primary target region currently live on twelve (12) different reservations and are descendants of eight (8) distinct Tribes:

<table>
<thead>
<tr>
<th>Reservation</th>
<th>Tribal Group(s)</th>
<th>Population</th>
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</thead>
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<tr>
<td>Big Lagoon Rancheria</td>
<td>Yurok, Tolowa</td>
<td>24</td>
</tr>
<tr>
<td>Blue Lake Rancheria</td>
<td>Wiyot, Yurok</td>
<td>38</td>
</tr>
<tr>
<td>Elk Valley Rancheria</td>
<td>Tolowa</td>
<td>269</td>
</tr>
<tr>
<td>Hoopa Valley Reservation</td>
<td>Hupa</td>
<td>3,932</td>
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<tr>
<td>Karuk Tribe of California</td>
<td>Karuk</td>
<td>5,000</td>
</tr>
<tr>
<td>Quartz Valley Reservation</td>
<td>Shasta/Upper Klamath</td>
<td>102</td>
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<tr>
<td>Resighini Rancheria</td>
<td>Yurok</td>
<td>74</td>
</tr>
<tr>
<td>Rohnerville Rancheria</td>
<td>Wiyot, Mattole</td>
<td>129</td>
</tr>
<tr>
<td>Smith River Rancheria</td>
<td>Tolowa</td>
<td>402</td>
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<tr>
<td>Table Bluff Rancheria</td>
<td>Wiyot</td>
<td>218</td>
</tr>
</tbody>
</table>

ITEPP: FY 1995 Discretionary Grant Application
These targeted communities are dispersed throughout an area encompassing 10,876 square miles--3,573 square miles in Humboldt County, 1,003 square miles in Del Norte County and 6,300 square miles in Siskiyou County. Appendix C contains a map of California on which the 3-county primary target region is shaded and the state's 102 federally recognized Indian Tribes are identified.

According to the U.S. Census Bureau, the population of Indians, Eskimos and Aleuts in the state of California increased from 201,245 in 1980 to 242,164 in 1990, an increase of 40,919 persons and 20.3% of the base-year population. In that ten-year period, significant increases in Indian populations were experienced in 54 of California's 58 counties.

Using Sample Data from the 1990 Census of Population and Housing, the Indian and Native American Employment and Training Coalition has calculated the unemployment and poverty rates of American Indians living in each of California's counties. As shown in the following table, the overall unemployment rate for California-based Indians was 11.1% and the overall poverty rate was 18.6%. However, the unemployment rate for California-based Indians exceeded 15% in 20 California counties, and the poverty rate exceeded 20% in 29 California counties.

<table>
<thead>
<tr>
<th>County</th>
<th>% Unempl.</th>
<th>% Poverty</th>
<th>County</th>
<th>% Unempl.</th>
<th>% Poverty</th>
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<tbody>
<tr>
<td>Alameda</td>
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<td>13.2%</td>
<td>Alpine</td>
<td>22.5%</td>
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</tr>
<tr>
<td>Amador</td>
<td>12.3%</td>
<td>13.8%</td>
<td>Butte</td>
<td>26.2%</td>
<td>27.9%</td>
</tr>
<tr>
<td>Calaveras</td>
<td>7.1%</td>
<td>18.9%</td>
<td>Colusa</td>
<td>12.4%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>9.4%</td>
<td>12.1%</td>
<td>Del Norte</td>
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</tr>
<tr>
<td>El Dorado</td>
<td>11.2%</td>
<td>12.5%</td>
<td>Fresno</td>
<td>11.7%</td>
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</tr>
<tr>
<td>Glenn</td>
<td>29.0%</td>
<td>32.8%</td>
<td>Humboldt</td>
<td>21.4%</td>
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<tr>
<td>Imperial</td>
<td>18.6%</td>
<td>41.0%</td>
<td>Inyo</td>
<td>19.7%</td>
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<tr>
<td>Kern</td>
<td>11.1%</td>
<td>18.5%</td>
<td>Kings</td>
<td>18.9%</td>
<td>24.8%</td>
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<td>Lake</td>
<td>23.2%</td>
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<td>Lassen</td>
<td>22.4%</td>
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<td>Los Angeles</td>
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<td>17.1%</td>
<td>Madera</td>
<td>18.7%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Marin</td>
<td>6.6%</td>
<td>4.4%</td>
<td>Mariposa</td>
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<td>20.4%</td>
</tr>
<tr>
<td>Mendocino</td>
<td>20.6%</td>
<td>37.5%</td>
<td>Merced</td>
<td>16.4%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

ITEPP: FY 1995 Discretionary Grant Application
It should be noted that the national unemployment rate in 1990 was 6% and California's overall unemployment rate in 1990 was 5%. The foregoing data indicate that in more than one-third of California's counties, the 1990 American Indian unemployment rate was at least three times greater than the statewide unemployment rate.

Between 1987 and 1991 Humboldt County's unemployment rates varied from 8% to 9%—one to three percentage points higher than the statewide and national unemployment rates as a whole. During the same period, unemployment rates among Humboldt County's Indian population were at least twice those of the County, and in 1993 the Hoopa and Yurok Tribes reported unemployment rates of 40.7% and 75%, respectively. In 1992 the Hoopa Public Utility District reported that 81% of Hupas had "very low" incomes by federal standards.

During 1990 and 1991 Del Norte County's unemployment rates were 12.3% and 12.5%, respectively—as much as five percentage points higher than the statewide average of 7.5%. Among members of the largest Tribe in the County—the Yurok Tribe—unemployment was 75% in 1991. During 1990 and 1991 Siskiyou County's unemployment rates varied from 11.5% to 12.5%—four to five percentage points
Asian in 1992, while 9% of California's population in that age range was Asian in 1990.

While .8% of California's public school enrollment in 1993-94 was categorized as "American Indian or Alaska Native" and .7% of California's public school teachers also were American Indian or Alaska Native, the American Indian/Alaska Native enrollments in the primary targeted region were much higher than the statewide enrollments: 12.1% in Del Norte County, 11.6% in Humboldt County and 8.2% in Siskiyou County (State of California, Department of Education, CBEDS Data Collection, October 1993). Between 1989 and 1993, when California's Indian population was growing significantly as a percentage of the total population, the representation of American Indian students on California State University campuses grew by only one-tenth percentage point, from 1.0% to 1.1%. Between 1986 and 1993, California's American Indian/Alaska Native dropout rate ranged from a low of 6.0% to a high of 9%. However, in schools with significant American Indian enrollments, such as reservation-based schools, the American Indian dropout rate was much higher. For example, Dr. Paul Crosbie, Professor of Sociology at Humboldt State University and internal evaluator for the PARITY (Promoting Academic Retention for Indian Tribal Youth) Program on the Hoopa Valley Reservation, has noted that while Hoopa Valley High School reports a dropout rate of only 2% (which does not include students transferred to the Captain John Continuation High School), his own research indicates the actual high school dropout rate is as high as 50%.

At the direction of the Inter-Tribal Higher Education Foundation, ITEPP staff surveyed California Indian Tribes, education centers, health centers and public schools serving significant Indian populations during the spring of 1995 regarding their current and foreseeable needs for American Indian teachers, administrators, teacher aides, social workers and professional personnel in such fields as accounting, alcohol/substance abuse counseling, child welfare, cul-
important; and
* 9 of 11 responding Tribes (82%) ranked the need for training in curriculum development for Native American studies, Native languages and Tribal governments most important or very important.

Asked to rank various methods of instruction as "1" (most accessible), "2" (accessible) and "3" (not accessible):

* 6 of 9 responding Tribes (67%) ranked summer institutes accessible or most accessible;
* 9 of 9 responding Tribes (100%) ranked weekend workshops accessible or most accessible;
* 10 of 12 responding Tribes (84%) ranked classes offered on-site as accessible or most accessible; and
* 7 of 9 responding Tribes (78%) ranked TV/satellite transmission as accessible or most accessible.

Asked to indicate the number of personnel needed in various types of positions, the totals among 16 surveyed Tribes included the following:

- 49 in health care services
- 34 in tribal administration
- 30 in education programs
- 21 in health administration
- 21 in tutoring positions
- 19 in day care/preschool
- 19 in substance abuse counseling
- 12 in accounting
- 12 in language/culture programs
- 11 in child welfare programs
- 11 in natural resource management
- 10 in psychological counseling
- 5 in housing administration
- 3 in personnel management

The proposed Professional Development Program (described in Section 3, Plan of Operation) has been designed to meet the needs identified in the survey directed by the Inter-Tribal Higher Education Foundation. Those needs are consistent with needs identified by Tribes throughout the 25-year history of the ITEP Program. The benefits to be gained by continuing to meet these needs are exemplified in the ITEPP Coordinator's Report, Summative Student Progress, AY 1992-93, 1993-94 and 1994-95, presented in Appendix D. During the three-year reporting period, seventy-seven (77) students participated in the program with a total completion and retention rate of 85.71%. Of the 30 students who completed their educational objectives, fourteen (14) had been grant recipients during 1989-1992. In keeping with Tribal needs and program objectives, 93.33% are working in jobs related to their educational objectives; 10 are working for

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Tribal governments, Tribal education programs or Tribal Indian Child Welfare Act programs; 7 are teachers or counselors in school districts on Indian reservations; 5 are teaching at community colleges; 3 work for Indian health and human services programs; 3 are teachers in non-reservation high schools; and 1 is a substitute teacher. ITEPP's completion rate of 39% compares very favorably with the national completion rate of 31% for Native American students overall (California Commission on Teacher Credentialing, October 1994).

As regards the need for direct financial support of ITEPP students, the Coordinator's Report (Appendix D) includes a summary of changes after loss of student grants between the funded period 1989-92 and the non-funded period 1992-95. The significant losses in students continuing at Humboldt State and other campuses, in students returning after stopping out, and in the total completion and retention rate—as well as the increase in the number of drop-outs from 3.95% to 10.39%—have been attributed to the loss of student funding.

In recent years California has experienced an economic recession that is expected to continue for several more years. As a result of cutbacks in national defense expenditures, corporate restructuring and downsizing in response to global competition and a weakened construction industry, California's economy lost some 624,000 jobs between 1990 and 1993. California's economic distress has had significant adverse impacts on State-funded schools, including the California State University System. Between FY 1989-90 and FY 1993-94 the budget of the CSU System was cut by 9.63%, from $1.641 billion to $1.483 billion. Nevertheless, the CSU System's strong commitment to American Indian students has been evidenced by the fact that in the four-year period when the statewide budget was cut by 9.63%—and total student enrollment declined by 9.76%—American Indian student enrollment declined by only 3.47%. System-wide the representation of American Indian students on CSU campuses grew by one-tenth percentage point, from 1.0% to
1.1%, between fall of 1989 and fall of 1993.

The extraordinarily high unemployment and poverty rates among California-based American Indians are indicative of the need for an affordable post-secondary education. The State of California Department of Education currently estimates the state's American Indian high school graduation rate at 65.5%, as compared to the overall high school graduation rate of 69.9%. Moreover, the average Scholastic Aptitude Test (SAT) scores of California's Indian high school students are significantly lower than the overall average SAT scores for the state. In 1993 Indian students received average scores of 410 in verbal aptitude and 463 in math, while the overall averages were 415 in verbal aptitude and 484 in math. Among California's bilingual Indian students, the average scores were 346 in verbal aptitude and 484 in math. The relative poverty of California-based American Indians—in combination with their relatively low academic performance—will limit opportunities to attend the state's more costly and academically competitive private and public universities, including Stanford, USC and UC campuses. Thus it is likely the CSU System will continue to offer the highest quality and most affordable college education for the state's population as a whole and for American Indian students in particular—and it is equally likely the CSU System will continue to produce the vast majority of California's teachers and ancillary educational personnel.

(3) Plan of Operation (15 points)

Program Design  All undergraduate Program participants will enroll in courses for general education requirements, major program requirements and Indian Education Depth-of-Study requirements from the College of Professional Studies. They also will complete 90 hours per semester of Supervised Field Experience in classrooms (K-12), tutor labs and other educational programs in schools located on Northern California's Indian reservations and in other local schools with K-12 Title IX
Indian Education Programs. Where possible, participants will be placed in classrooms with credentialed teachers who are American Indian.

Postbaccalaureate students will enroll in courses for the appropriate master's or credential program requirements and coursework in either the Native American Studies minor, or the Depth-of-Study in Indian Education. Both undergraduate and post-baccalaureate students will participate in special summer institutes, symposia, workshops and conferences in which intensive instruction will facilitate their understanding of teaching techniques, assessment models, curricular needs, Native language program models and other curricula compatible with and proven effective to meet the educational needs of Indian students, including the culture and heritage of Indian students. These summer institutes and workshops also will address the needs identified by Northern California Tribes for improving the skills of educational personnel in their Headstart, preschool, GED and adult education programs.

For the past 25 years, ITEPP has produced practicing credentialed American Indian teachers, administrators, counselors, school psychologists and other ancillary educational personnel. ITEPP alumni and other qualified Indian individuals in education-related professions have practiced and taught in schools throughout California and the nation, collecting a vast database of American Indian educational practices, curricula and practical knowledge that has not been captured in curricula, lesson plans or other formal methodologies for the benefit of Indian educators elsewhere. The proposed summer institutes will bring together these highly qualified American Indian individuals to share ideas, discuss methodologies and formulate instructional practices that will work for Indian students and facilitate the attainment of Indian America 2000 Goals. They will share teaching experiences for individual professional growth and record their collective Indian education wisdom and experience in published reports.
The proposed Professional Development Program is designed for optimum direct benefit to Program participants. All 3.5 FTE administrative staff and program facilities will be supported by Humboldt State University and the ITEP Program. In addition to providing critically needed direct financial assistance to Program participants, as well as a variety of preservice/inservice activities for participants, the proposed Program will make it possible to hire a full-time faculty member with specific skills and experience in Indian education to teach the specialized Indian education courses offered in the intensive summer institutes. These courses, described in Appendix E, will focus on unique and innovative teaching and counseling methodologies currently demonstrated to be most effective with American Indian students. During the regular academic year, the Program-supported faculty member who teaches the summer institute courses will conduct firsthand observations of Program participants as they apply newly acquired "leading edge" methodologies in the classroom, mentoring them toward optimum effectiveness in the use of those methodologies. The faculty member will work closely with master teachers in the classroom and will have primary responsibility for both formative student evaluations and program impact evaluations.

Management Plan

The consortium of the Inter-Tribal Higher Education Foundation and Humboldt State University has delegated administrative oversight of the Program to the Indian Teacher and Educational Personnel Program (ITEPP) and fiscal management responsibility to the Humboldt State University Foundation. Administrative oversight and fiscal management include those matters common to grants in general, such as contract compliance, financial management, reporting requirements and retention of records.

The Director of the ITEP Program shall be the principal administrator for the Program, responsible for program implementation according to the Objective
Work Plan and other requirements of 84.299B Professional Development Programs. The Objective Work Plan, including major activities, has been approved by an Advisory Board (described later in this section) and the Manager of the HSU Foundation. The ITEPP Director will review all bids for subcontracts related to the Program, including those for consulting, evaluation and training services. All such service subcontracts will be advertised, and the best qualified bidder will be retained. The Director will have final authority for the awarding of contracts.

The HSU Foundation Manager will be responsible for fiscal oversight within the guidelines of the Department of Education, General Administrative Regulations, 34 CFR. He will provide a comprehensive financial management system for the Program with a fully automated system of accounts that provides appropriate safeguards to ensure the protection and proper use of federal funds. Fiscal controls and procedures established by the University are followed by the Foundation in its management of grant-funded programs. The funds for the proposed Program will be maintained in a federal funds account and will not be co-mingled with any general operations revenues of the Foundation. Separate books of account will be maintained by the Program and the Foundation (as a double-check on expenditures), and monthly reconciliations of Program records with Foundation records will be performed by ITEPP administrative staff. Audit reports will be made available to consortium members and the funding source.

The Program Advisory Board will be comprised of representatives from each consortium member: the Inter-Tribal Higher Education Foundation will have three (3) Advisory Board positions, one (1) each from the Hoopa, Karuk and Yurok Tribes; and the ITEP Program Advisory Board will have three (3) positions on the proposed Program Advisory Board. This joint Advisory Board will provide continuous input and ensure open lines of communication between the targeted Indian
communities and the Program Director and will share the administrative oversight of the Program with ITEPP staff.

The Professional Development Program grant application has been, and all programmatic and budgetary modifications will be, reviewed and approved by the joint Advisory Board. The Board is charged with recommending (a) policies that guide the Program Director, (b) guidelines for cooperation with the University and public school systems and (c) policies that govern the Program participants, as well as with reviewing the academic progress of Program participants and the accomplishment of Program objectives based upon stated evaluation criteria.

Relationship between Program Objectives and Purposes of the Federal PDP and Plan for Use of Resources and Personnel to Achieve Each Objective

As is demonstrated by the following Objective Work Plan, the objectives of the proposed Program are directly and specifically related to each of the purposes of the Professional Development program.

Obj. 1 - To enroll 3 qualified American Indians annually in each of 5 successive years to fill stipended positions reserved for students in Master's Degree programs leading to professional careers serving Indian people.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year</th>
<th>Month</th>
<th>Person</th>
<th>Responsible Evaluation</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Announce Program to Indian community and current HSU grad students</td>
<td>1-5</td>
<td>Nov/Aug</td>
<td>ITEPP</td>
<td>Coordinator</td>
<td>Dist. List</td>
</tr>
<tr>
<td>2. Screen and interview applicants for available stipended positions</td>
<td>1-5</td>
<td>Nov/Aug</td>
<td>Selection Committee</td>
<td>Selection</td>
<td>Comm.Rpt</td>
</tr>
<tr>
<td>3. Admit qualified American Indian individuals into available stipended positions</td>
<td>1-5</td>
<td>Nov/Aug</td>
<td>Selection Committee</td>
<td>Selection</td>
<td>Comm.Rpt</td>
</tr>
<tr>
<td>4. Given advisement from the ITEPP Coordinator, Project students will have an academic plan and a timeline for completion of Master's Degree</td>
<td>1-5</td>
<td>Jan/Aug</td>
<td>ITEPP</td>
<td>Coordinator</td>
<td>Academic plan in files</td>
</tr>
<tr>
<td>5. Students will enroll in courses leading to their graduate degree and NAS minor during the academic year</td>
<td>1-5</td>
<td>Jan/Aug</td>
<td>ITEPP</td>
<td>Coordinator</td>
<td>Course Schedule in Stdnt file</td>
</tr>
</tbody>
</table>

Obj. 2 - Beginning in the second year and semi-annually thereafter, to have at least two (2) stipended students receive master's degrees and be placed in professional positions serving Indian people. (In the 5 year program period, at least 6 stipended students will receive master's degrees and be placed in professional positions serving Indian people. The master's degree are typically 2-year programs.)

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1. Project students will be given academic support services to address their academic needs (tutors, computers, counseling, etc.)
2. Project students will participate in a Project workshop or symposium each semester.
3. Participants will enroll in volunteer field experience, an intern program, or part-time employment with a tribe or other Indian organization.
4. Students will participate in the ITEPP Club's educational and social events and attend various off-campus cultural events within the Indian community.

Obj. 3 - To enroll fifteen (15) qualified American Indians annually in each of five successive years to fill available stipended positions reserved for students in degree and/or credential programs leading to careers as teachers, administrators, and ancillary educational personnel.

<table>
<thead>
<tr>
<th>Step</th>
<th>Timeframe</th>
<th>Coordinator</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Announce to Indian community, tribes, and schools the availability of the project.</td>
<td>Nov/Aug</td>
<td>ITEPP</td>
<td>Sample Coordinator flyer &amp; Dist list</td>
</tr>
<tr>
<td>2. Screen and interview applicants for available stipended positions.</td>
<td>Nov/Aug</td>
<td>Selection</td>
<td>Selection Committee Comm. Rpt</td>
</tr>
<tr>
<td>3. Admit qualified American Indian individuals into available stipended positions.</td>
<td>Nov/Aug</td>
<td>Selection</td>
<td>Selection Committee Comm. Rpt</td>
</tr>
<tr>
<td>4. Given advisement, project students will have an academic plan and a timeline for completing their educational objective.</td>
<td>Jan/Aug</td>
<td>ITEPP</td>
<td>Academic Coordinator plan in Student Files</td>
</tr>
<tr>
<td>5. Students will enroll in twelve units per semester of GE, major, and Indian Education depth of study requirements.</td>
<td>Aug/Jan</td>
<td>ITEPP</td>
<td>Course Coordinator Schedule in studt files</td>
</tr>
<tr>
<td>6. Students will enroll in 2 units per semester of Supervised Field Experience and be placed in classrooms (K-12) tutor labs, and other educational programs located on reservations and at other targeted schools where K-12 Title IX Indian Education programs are located.</td>
<td>Aug/Jan</td>
<td>ITEPP</td>
<td>Course Coordinator Schedule in student Files</td>
</tr>
<tr>
<td>7. Students will enroll in a 1 unit seminar course designed to introduce successful Indian education practices, discuss fieldsite experiences, and identify Native American curricular resources.</td>
<td>Aug/Jan</td>
<td>ITEPP</td>
<td>Course Coordinator Schedule in student files</td>
</tr>
</tbody>
</table>

Obj. 4 - In the five-year program period, to have at least twenty-five (25) students cycle through the fifteen (15) stipended positions and receive bachelor's degrees and/or credentials and be placed in positions as teachers, administrators, and ancillary educational personnel.

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1. Project students will be given academic support services to address their academic needs (tutors, computers, counseling, etc.)  
2. Students will receive on-site supervision and mentoring during their field experience to facilitate practice instruction and curricular methodologies that are successful with Indian students  
3. Students will participate in Project Summer Institutes, symposia, workshops, and conferences where intensive instruction that facilitates the student's understanding of teaching techniques, assessment models, curricular needs, native language program models, and other special curricula that are compatible with and proven effective to meet the needs of Indian students  
4. Students will participate in the ITEPP Club’s educational and social events and attend various off-campus cultural events within the Indian community  
5. Cultural counseling will be available for students as needed to deal with the differences in the culture of the University and the student's cultural background  

Obj. 5 - In each of five successive years, to annually train 40 (200 total) qualified Indians serving Indian people, including professionals, teachers, administrators, teacher aides, social workers and ancillary educational personnel, in special Summer Institutes, symposia and workshops designed to meet the special cultural and educational needs of Indian students, as well as to enhance trainees' professional skills and enrich the curriculum available for their professional use.  

1. Send out announcements and registration information for Summer Institute in newsletters and direct mailings targeting tribes, Indian Health Centers, Indian organizations, schools with Title IX Indian Education programs, CA Education Centers, and American Indian teachers, counselors, and ancillary educational personnel  
2. Conduct Summer Institute. Courses:  
   1) Native American Children's Literature  
   2) Models for Teaching Indian Languages  
   3) Symposium for American Indian Educators: "The Role of American Indian Teachers in the Classroom & Community in reaching Goals 2000"
3. Conduct Summer Institute. Courses: 2 Jun/Jul Faculty/ Course
   1) Reading Assessment of Indian Children
   2) Developing Native American Curriculum
   3) Symposium for American Indian Educators: "Curriculum for Native American Students and Communities"

4. Conduct Summer Institute. Courses: 3 Jun/Jul Faculty/ Course
   1) Making Math Relevant for Tribal Needs
   2) Program Administration & Management for American Indian Educators
   3) Symposium for American Indian Educators: "Current Issues in Indian Country"

5. Conduct Summer Institute. Courses: 4 Jun/Jul Faculty/ Course
   1) Developing Parental Involvement in the Classroom
   2) Computers for Native American Students
   3) Symposium for American Indian Educators: "Strategies for Safe Schools, Combating Drugs & Violence"

6. Conduct Summer Institute. Courses: 5 Jun/Jul Faculty/ Course
   1) Assessment Tools and Native American Children
   2) The Internet and Indian Educational Resources
   3) Symposium for American Indian Educators: "Current Issues, Methodologies, & Instructional Practices that Work for American Indian Students"

7. Contact tribes and other Indian education programs regarding inservice need topics, identify resources to meet inservice needs, arrange place, time & date for Fall and Spring Workshops

8. Send out Workshop flyers, announcements and registration information to target American Indian educational personnel

9. Conduct Workshops (1 Fall, 1 Spring) 1-5 Nov/Mar Faculty/ Sign-in
   on topics requested from Indian education programs

Obj. 6 - To have each stipended participant in the Professional Development Program perform work related to the training received in the Program, in service to and for the benefit of Indian people, or to repay all or a prorated part of the financial assistance provided by the Program.

1. All project students will upon acceptance into the Project sign a participation agreement where they agree to the payback requirements of the Professional Development Program

2. Upon completion of project, students will be given job placement services from ITEPP to facilitate service payback requirements

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3. The Project will track participants’ addresses and employment after completion to facilitate payback requirements.

Assurances Regarding Selection of Program Participants

Applicants who are otherwise eligible to participate will be selected without regard to race, color, national origin, gender, age or handicapping condition utilizing the Student Selection Criteria Form presented in Appendix F. The ITEP Program Director is charged with responsibility for ensuring that the selection process follows guidelines that are fair and unbiased toward the groups identified above. A four-member Selection Committee comprised of one (1) member from each consortium member (the Hoopa, Karuk and Yurok Tribes and the ITEP Program) will screen and select Program participants.

Opportunity for Participation by Students Enrolled in Private Schools

Applicants from private schools will be given opportunities to participate in the Program through the established recruitment and selection processes. The ITEP Program historically has had, and currently has, a number of participants from private schools.

(4) Quality of Key Personnel (7 points)

ITEP Program Director Laura Lee George is an enrolled member of the Karuk Tribe of California. Raised on the Hoopa Valley Indian Reservation, where she still maintains a home, Ms. George's familial and educational experiences were within the Indian culture. George family members are the ceremonial leaders for the Hupa White Deerskin and Jump Dances.

Ms. George completed Grades 1-12 on the Hoopa Reservation and attended college at Humboldt State University, where she received a Bachelor of Science Degree with a concentration in Computer Information Systems, a Clear Single Subject California Teaching Credential in Business, and a Master of Business Administration (MBA) Degree with a minor in Native American Studies. Her
Master's Thesis is directly related to the management of U.S. Department of Education Professional Development Programs; it includes extensive research and recommendations for evaluating the effectiveness and efficiency of Educational Personnel Development Programs.

Ms. George has taught high school, adult education, community college and university courses. She has more than ten years' administrative experience in Indian education programs (refer to Resume in Appendix G).

The ITEP Program currently is recruiting a full-time Student Services Coordinator for a permanent, State-funded position (refer to Position Description in Appendix G). The professional qualifications for this position are directly and specifically related to the objectives of educating, training and improving the skills of qualified American Indian individuals as educators and other professionals serving Indian communities. The rigorous professional requirements of the position ensure that the Coordinator will bring high-quality skills, experience and knowledge regarding Indian education.

ITEPP Curriculum Resource Development Coordinator Elizabeth Devine holds a Bachelor's Degree in Native American Cultural Studies and a Master's Degree in Education with a Multicultural Emphasis. She has taught Native American Studies courses at the college level and has experience in both Native American curriculum development and in directing a Tribal education program (refer to Resume in Appendix G). Her specific responsibilities at ITEPP are described in detail in the Position Description provided in Appendix G. The Native American Curriculum Resource Development Center at ITEPP adds a quality dimension to the training of Program participants and to the continuing professional development of educators active in the field.

ITEPP Secretary Lorraine Taggart, an enrolled member of the Yurok Tribe, is charged with the overall clerical responsibilities of the Program, including the
supervision of Work Study students and student assistants. Ms. Taggart is proficient on many computer software programs, including word processing, database and spreadsheet programs. She is certified as a legal secretary and holds an Associate of Arts Degree from the College of the Redwoods. Ms. Taggart previously was employed by California Indian Legal Services, where she gained valuable information regarding key legal issues among Indians and Tribes.

A full-time Faculty Member/Field Work Supervisor will be hired through the proposed Program to teach intensive summer institute courses that specifically address the educational needs and issues facing American Indian educational personnel, including those identified by Tribes in the survey conducted last spring. This position will require professional qualifications essential to teaching theoretical and practical methodologies, teaching techniques and special curricula compatible with the needs of American Indian teachers and ancillary educational personnel. In addition the position will require classroom experience essential for high-quality supervision of Program participants in their field experience placements during the academic year. (Refer to Position Description in Appendix G.)

Time Committed to Proposed Program

The ITEP Program Director will commit 80% of her time to the proposed Program. The ITEP Program Coordinator will commit 90% of his/her time to the Program, the ITEPP Curriculum Resource Development Coordinator will commit 75% of her .5 FTE position to the Program and the ITEPP Secretary will commit 75% of her time to the Program. One hundred percent (100%) of the full-time, Program-supported Faculty Member/Field Work Supervisor position will be committed to the planned Program.

Assurances Regarding Selection of Program Personnel

ITEPP and the proposed Program will follow the guidelines set forth by
Humboldt State University, an Equal Opportunity/Affirmative Action/Title IX employer, in the selection of Program personnel. Applications from and nominations of qualified women, ethnic minorities, Vietnam veterans and disabled persons will be particularly encouraged. Humboldt State hires only individuals authorized to work in the United States.

(5) Budget and Cost Effectiveness (5 points)

The budget is adequate to support the project and the costs are reasonable in relation to the objectives of the project. See Budget pages and detailed budget narrative pages H5, H6 and H6A preceding the Project Narrative.

(6) Evaluation Plan (5 + 15 = 20 points)

Each objective identified in the Objective Work Plan for the proposed Program is stated in a manner that is specific, measurable, realistically achievable, timebound and assigned to one or more responsible parties. Each related activity indicates the evaluation criteria that will be used to determine whether it has been performed and the degree to which the desired outcome was achieved. The ITEP Program Director will be responsible for overall evaluation of the proposed Program, including the preparation of monthly, quarterly and annual reports on program and student progress. She will be assisted in this effort by the ITEP Program Coordinator, the Curriculum Resource Development Coordinator and the Faculty Member/Field Work Supervisor, each of whom will be required to submit monthly, quarterly and annual progress reports encompassing their individual areas of responsibility. The Program Director also will be assisted by the ITEPP Secretary in designing and completing forms for statistical compilations related to program and student performance. These reports will be used to satisfy the requirements of consortium members, joint Advisory Boards, University administrative offices and Program funders. Among the program and
student performance measures to be included in monthly, quarterly and annual reports are the following:

- Number and type of Program participants (e.g., gender, Tribal affiliation, class status, major/degree/credential program, targeted completion date, etc.)
- Completion and retention rates
- Professional placements (rates and types)
- Stopouts/Dropouts (rates and reasons)
- Number and type of students participating in preservice and inservice summer institutes, symposia and workshops
- Compiled results of participants' evaluations of preservice and inservice summer institutes, symposia and workshops
- Number of students meeting the requirement for performing work related to training received and benefiting Indian people
- Number of students opting to repay all or a prorated part of direct financial assistance received

Owing to her concerns as an American Indian teacher and Indian education program administrator regarding the absence of standardized performance measures for determining the effectiveness and efficiency of Educational Personnel Development (EPD) programs, ITEP Program Director Laura Lee George spent several years researching evaluation models before publishing her MBA Thesis entitled *A Performance Monitoring & Evaluation Design for Use in the Management Control of the Educational Personnel Development Program* in December of 1992 (refer to copy provided under separate cover). The study examined the question: "Is a performance evaluation model based on the theoretical design of the Ziebell and DeCoster (1991) framework appropriate for assessing and comparing the efficiency and effectiveness of EPD projects?" The Abstract of the thesis states:

The model presents three sets of effectiveness measures and four sets of efficiency measures. Each ratio measure was analyzed from an Office of Indian Education perspective as to its (1) usefulness as a program evaluation tool; (2) relevance to the EPD mission and project goals; and (3) practicality in evaluating the efficiency and effectiveness of the EPD project.

The performance evaluation model tested the appropriateness of various ratios, including the ratios of social benefit to social cost, program benefit to program cost, outcomes to inputs, outputs to program costs, outcomes to program costs.
costs, outputs to inputs and inputs to program costs. Ms. George found that the performance evaluation model under study was appropriate for assessing and comparing individual EPD projects with the exception of the Social Benefit/Social Cost measure, which would be more appropriate as an overall EPD program effectiveness measure. She stated:

If the EPD Program were to make explicit certain objectives that are currently implicit, then the performance evaluation model would be a powerful tool for use in the management control system of the Office of Indian Education in assessing and comparing the various EPD projects.

Before such a performance evaluation model can be implemented, the Office of Indian Education must first embrace a study to determine which objectives are to be explicit and measured by all EPD projects. Many implicit objectives are not necessarily evaluated. For instance, the EPD program is designed to (1) prepare persons to serve Indian students as teachers, administrators, teacher aides, social workers and ancillary educational personnel and (2) improve the qualifications of persons serving Indian students in these capacities. Implicit in this program design is the assumption that there will be persons receiving bachelor's degrees, master's degrees and teaching credentials. However, there are no explicit EPD requirements that projects should include outcome objectives in their proposals relating to the production of these degrees or credentials. Therefore, individual EPD projects are not necessarily evaluated on the production of graduates and the collection of this data is non-systematic.

In developing the evaluation methodologies and instruments for the proposed Professional Development Program, ITEPP Director Laura Lee George will implement some of the recommendations made in her Master's Thesis. For example, she will utilize specific effectiveness and efficiency measures presented in the studied evaluation model as tools for the development of standardized measures and common performance indicator criteria that could be adopted by the Office of Indian Education and/or other Professional Development Programs. The model developed for evaluation of the ITEPP and proposed Programs will be introduced to Indian educators in the intensive summer institutes so that they can be involved in the further development and implementation of objective, standardized performance criteria for Program evaluation. Their input will be included in the annual report for the proposed Program.
(7) Adequacy of Resources (3 points)

In addition to the educational facilities offered to all Humboldt State University students, such as the Library, classrooms, specialized research and computer labs, etcetera, the proposed Program will benefit from additional facilities and services located in Spidell House and adjacent Hopkins House. Spidell House has 1,200 square feet of space that includes a state-of-the-art computer lab with four (4) Macintosh 6115CD computers that furnish Internet and World Wide Web access, along with word processing, database, graphics, and other software; color printers; a laser printer; and two (2) Macintosh Classics. Also available for checkout are a Notebook and two (2) Macintosh SE computers. Necessary computer disks, toner, and paper are supplied to students. Spidell House also provides a kitchen/social area and a study room, and houses the ITEPP Student Services Coordinator and Secretary.

Hopkins House has 800 square feet of office space and houses the ITEPP Director and the Curriculum Resource Development Coordinator, a multimedia development lab with a Quadra computer, video camera and other equipment, and a Curriculum Development Center with more than 2,800 specialized volumes, a Gateway 2000 computer, and a microfilm/fiche reader/printer with archive microfilm. The Faculty Member/Field Work Supervisor will be housed in Hopkins House. Other equipment available for student use includes a photocopy machine, typewriter, microfiche reader/printer, telefax machine.
CERTIFICATIONS REGARDING LOBBYING; DEBARMEMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMEMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 —

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or H 9 civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about—

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3),
As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

<table>
<thead>
<tr>
<th>Place of Performance (Street address, city, county, state, zip code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humboldt State University</td>
</tr>
<tr>
<td>Harpst &amp; B Streets, SBS Bldg. Ste 295 Humboldt County</td>
</tr>
<tr>
<td>Arcata, CA 95521</td>
</tr>
</tbody>
</table>

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

<table>
<thead>
<tr>
<th>NAME OF APPLICANT</th>
<th>PR/AWARD NUMBER AND/OR PROJECT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humboldt State University Foundation</td>
<td>Standard Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>James A. Hamby, General Manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>James A. Hamby</td>
<td>8/17/95</td>
</tr>
</tbody>
</table>

ED 80-0013, 6/90 (Replaces ED 80-0008, 12/89; ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90, which are obsolete)
This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposed," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 3 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

<table>
<thead>
<tr>
<th>NAME OF APPLICANT</th>
<th>PR/AWARD NUMBER AND/OR PROJECT NAME</th>
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<tbody>
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<td>Humboldt State University Foundation</td>
<td>Professional Development</td>
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<tr>
<th>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</th>
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<td>James A. Hamby, General Manager</td>
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<th>SIGNATURE</th>
<th>DATE</th>
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<tbody>
<tr>
<td>James A. Hamby</td>
<td>H11 8/17/95</td>
</tr>
</tbody>
</table>

ED 80-0014, 9/90 (Replaces GCS-009 (REV. 12/88), which is obsolete)
ASSURANCES — NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM’s Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

James A. Hamby

By David Jones

APPLICANT ORGANIZATION

Humboldt State University Foundation

TITLE

General Manager

DATE SUBMITTED

8/17/95
## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure.)

### 1. Type of Federal Action:
- a. contract
- b. grant
- c. cooperative agreement
- d. loan
- e. loan guarantee
- f. loan insurance

### 2. Status of Federal Action:
- a. bid/proposal
- b. initial award
- c. post-award

### 3. Report Type:
- a. initial filing
- b. material change

<table>
<thead>
<tr>
<th>For Material Change Only:</th>
<th>year</th>
<th>quarter</th>
<th>date of last report</th>
</tr>
</thead>
</table>

### 4. Name and Address of Reporting Entity:
- Prime
- Subawardee

Humboldt State University Foundation
P.O. Box 1185
Arcata, CA 95524

Congressional District, if known: First

### 5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:
- N/A

### 6. Federal Department/Agency:
- U.S. Department of Education
- Office of Elementary & Secondary Education
- Indian Education

### 7. Federal Program Name/Description:
- Discretionary

### 8. Federal Action Number, if known:

### 9. Award Amount, if known:

### 10. a. Name and Address of Lobbying Entity
   - (if individual, last name, first name, M/L):
   - NONE

   b. Individuals Performing Services (including address if different from No. 10a)
   - (last name, first name, M/L):
   - NONE

### 11. Amount of Payment (check all that apply):
   - $ NONE
   - □ actual
   - □ planned

### 12. Form of Payment (check all that apply):
   - □ a. cash
   - □ b. in-kind; specify: nature
   - NONE value

### 13. Type of Payment (check all that apply):
   - □ a. retainer
   - □ b. one-time fee
   - □ c. commission
   - □ d. contingent fee
   - □ e. deferred
   - □ f. other; specify:
   - NONE

### 14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment Indicated in Item 11:

- NONE

### 15. Continuation Sheet(s) SF-LLL-A attached:
- □ Yes
- □ No

### 16. Information requested through this form is authorized by Title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Signature: [Signature]
Print Name: [James A. Hamby]
Title: [General Manager]
Telephone No.: [707] 826-4189
Date: [3/15/04]
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subawardee recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee”, then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.

11. Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).

12. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.

13. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.

14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.

15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.

16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate of any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.
<table>
<thead>
<tr>
<th>Reporting Entity:</th>
<th>Page of</th>
</tr>
</thead>
</table>

H14
APPENDIX A

"THE PROGRAMS"
(undergraduate, graduate and credential programs available at Humboldt State University)
Degrees, Minors, Credentials, & Certificates

### Majors

Each of these baccalaureate majors has a related minor by the same name, unless noted by asterisk.

<table>
<thead>
<tr>
<th>Bachelor of Arts (B.A.)</th>
<th>Bachelor of Science (B.S.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>Biology</td>
</tr>
<tr>
<td>Art</td>
<td>Botany</td>
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<tr>
<td>Chemistry</td>
<td>Business Administration</td>
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<tr>
<td>Economics</td>
<td>Chemistry</td>
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<td>English</td>
<td>Computer Information Systems</td>
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<tr>
<td>French</td>
<td>Environmental Resources</td>
</tr>
<tr>
<td>Geography</td>
<td>Engineering*</td>
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<tr>
<td>Geology</td>
<td>Fisheries</td>
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<tr>
<td>German</td>
<td>Forestry</td>
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<tr>
<td>History</td>
<td>Geology</td>
</tr>
<tr>
<td>Journalism*</td>
<td>Industrial Technology</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Natural Resources Planning &amp;</td>
</tr>
<tr>
<td>— Child Development*</td>
<td>Interpretation*</td>
</tr>
<tr>
<td>— Multiple Subjects*</td>
<td>Nursing*</td>
</tr>
<tr>
<td>— Recreation Administration*</td>
<td>Oceanography</td>
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<tr>
<td>Mathematics</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Music</td>
<td>Physics</td>
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<tr>
<td>Native American Studies (proposed)</td>
<td>Rangeland Resource Science*</td>
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<tr>
<td>Philosophy</td>
<td>Special Major (self-designed)*</td>
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<td>Physical Education</td>
<td>Wildlife</td>
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<td>Political Science</td>
<td>Zoology</td>
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<td>Psychology</td>
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<td>Religious Studies</td>
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<td>Social Science*</td>
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<td>Social Work*</td>
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<td>Sociology</td>
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<td>Spanish</td>
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<td>Special Major (self-designed)*</td>
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<td>Speech Communication</td>
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</tr>
<tr>
<td>Theatre Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Minors

Most majors (all of the preceding without asterisks) have corresponding minors by the same name. Those minors without corresponding majors are listed below:

- Appropriate Technology
- Broadcast News
- Broadcasting
- California Studies
- Criminal Justice
- Dance
- Early Childhood Development
- Environmental Ethics
- Ethnic Studies
- Family Studies
- Film Production
- Health Education
- International Relations
- Linguistics
- Media Studies
- Native American Studies
- Natural Resources
- Natural Resources Interpretation
- Natural Resources Planning
- Natural Resources Recreation
- News-Editorial
- Peace & Conflict Studies
- Public Administration
- Public Relations
- Soil Science
- Teaching English as a Second Language
- Water Resource Policy
- Women’s Studies

### Preprofessional Programs

- Pre-Dental
- Pre-Medical
- Pre-Physical Therapy
- Pre-Veterinary
Graduate Degrees

Master of Arts (M.A.)
- Biology
- English
  - Literature
  - Teaching of Writing
- Physical Education
- Adapted Physical Education
- Exercise Science
- Wellness Management
- Sports Medicine
- Teaching/Coaching
- Psychology
  - Academic Research
  - Counseling
- School Counseling & School Psychology
- Social Science
- Sociology
- Theatre Arts

Master of Business Administration (M.B.A.)
- Business Administration

Master of Fine Arts (M.F.A.)
- Theatre Arts

Master of Science (M.S.)
- Environmental Systems
  - Environmental Resources Engineering
  - Geology
  - International Development Technology
  - Mathematical Modeling
- Natural Resources
  - Fisheries
  - Forestry
  - Natural Resources Planning & Interpretation
  - Waste Water Utilization
  - Watershed Management
  - Wildlife

School Services Credentials

Multiple Subjects
- Instruction Credential
- Elementary Education

Single Subject
- Instruction Credentials
- Art
- Business
- English
- Foreign Language
  - French
  - German
  - Spanish
- Industrial Technology
- Life Sciences
- Mathematics
- Music
- Physical Education
- Physical Science
- Social Science

Service Credentials
- Administrative Services
- Pupil Personnel Services

Specialist Credentials
- Adapted Physical Education
- Learning Handicapped

Certificates of Study

Criminal Justice
- Early Childhood Administration
- Early Childhood Education
- Economic Education
- Forest Measurements
- Journalism
- Legal Studies
- Natural Resource Policy & Administration
- Natural Resources Interpretation
- Natural Resources Planning
- Peace & Conflict Studies
- Professional Writing
- Quantitative Methods in Natural Resources
- Remote Sensing of the Environment
- Soil Science
- Women's Studies

Programs Pending Official Authorization (by the chancellor’s office)

- Environmental Ethics & Technology (B.A.)
- Liberal Studies (B.A.)
- Native American Studies (B.A.)
HUMBOLDT STATE UNIVERSITY
Teacher Preparation & Credentialing

MULTIPLE SUBJECTS
PROFESSIONAL CREDENTIAL COURSEWORK

The Multiple Subjects Credential allows the holder to teach in self-contained, elementary classrooms.

The professional education course sequence in the Humboldt State University Multiple Subjects Credential Program is listed below. These two semesters must be taken in sequence.

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPMS 720</td>
<td>The Elementary School Child</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>TPMS 721</td>
<td>Multicultural Foundations</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>TPMS 722</td>
<td>English Language Skills &amp; Reading</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>TPMS 723</td>
<td>Math in the Integrated Elem Curr</td>
<td>1 hour</td>
</tr>
<tr>
<td>TPMS 724</td>
<td>Fine Arts in the Integrated Elem Curr</td>
<td>1 hour</td>
</tr>
<tr>
<td>TPMS 725</td>
<td>Tchg in schools with self-contained clssrms</td>
<td>1 hour</td>
</tr>
<tr>
<td>TPMS 727</td>
<td>Science in the Integrated Elem Curr</td>
<td>1 hour</td>
</tr>
<tr>
<td>TPMS 728</td>
<td>Hist/Soc Sci in the Integrated Elem curr</td>
<td>1 hour</td>
</tr>
<tr>
<td>TPMS 751</td>
<td>Observation &amp; Classroom Management</td>
<td>1 hour</td>
</tr>
<tr>
<td>TPMS 752</td>
<td>Student Teaching in Elementary School</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPMS 726</td>
<td>Applied Methods, Debriefing Seminar</td>
<td>1 hr.</td>
</tr>
<tr>
<td>TPMS 753</td>
<td>Student Teaching in Elementary School</td>
<td>7 hrs.</td>
</tr>
<tr>
<td>TPMS 755</td>
<td>Student Teaching in Elementary School</td>
<td>7 hrs.</td>
</tr>
<tr>
<td>TPMS 756</td>
<td>Student Teaching (EXTRACURRICULAR)</td>
<td>3-4 hrs.</td>
</tr>
</tbody>
</table>

**REQUIREMENTS FOR THE MULTIPLE SUBJECTS CREDENTIAL PROGRAM**

1. Forty-five (45) hours of approved prior field experience in a school setting (TPMS 210, 1 unit, or equivalent course or experience) prior to admission.

2. Applicants must have a cumulative GPA that places them in the upper half of graduates with their major at the college or university where they received their Bachelor degree. (See Executive Order 547). The Bachelors degree must be from a college which was regionally accredited at the time the degree was awarded.

3. Passing CBEST* score prior to admission.

4. An approved waiver program or a passing score on the MSAT which is a section of the NTE* (PRAXIS SERIES).

*Test applications are available at the Testing Center in Student and Business Services. (826-3611)

SEE REVERSE SIDE FOR FURTHER REQUIREMENTS AND INFORMATION
5. A basic constitution course (Political Science 110, 210, 359, or 410) or a passing score on the U.S. Constitution Test scheduled by the University Testing Center. Most HSU graduates have met this requirement. Students who have attended a U.C. campus, or anyone with questions, must see the Credential Analyst in HGH Room 202.

Completing the above requirements, with the Professional Education sequence, yields a preliminary Credential. A Preliminary Credential signifies the attainment of the Bachelor’s Degree along with the credential and authorizes teaching for five years. To renew the credential, the applicant must obtain a Clear Credential.

REQUIREMENTS FOR THE PROFESSIONAL CLEAR CREDENTIAL

A Professional Clear Credential signifies the completion of the professional practice program after the Bachelor’s Degree has been granted.

1. Postgraduate requirement of thirty semester units of approved graduate level course work. (The preliminary credential courses count toward this 30 unit requirement if taken after the B.A.)

2. Health Education 405/705, School Health Programs, 3 sem. hrs. Must include approved CPR: American Heart Association course B or C or American Red Cross Community CPR.

3. Physical Education 475, Elementary School P.E., 2 sem. hrs.

4. TPMS 776, Mainstreaming, 2 sem. hrs. Must be taken while student teaching or working in a school setting.

5. TPMS 716, Teacher Computer Competency-Level I, 1 sem. hr. TPMS 717, Teacher Computer Competency-Level II, 1 sem. hr.

Teacher Preparation Programs
10/11/94
The Single Subjects Credentialing Year

The single subject credential allows the holder to teach a specific subject area to students grade 12 and below. In California, single subject credential holders commonly teach in middle, junior high, and senior high schools. Humboldt State currently offers eleven areas of subject specialization:

- Art
- Business
- Foreign Language (French, German, Spanish)
- English
- Industrial Arts
- Life Science
- Mathematics
- Music
- Physical Education
- Physical Science
- Social Science

Because of a limited pool of master teachers here on the North Coast, ours is a small program (under 100 candidates annually). Our size works to your advantage — smaller classes, more one-on-one supervision, office workers happy to answer individual questions, a chance to build lifelong friendships with other candidates. We promise: you won’t get lost in our program.

To show how friendly we are, here are our phone numbers: Tom Forbes, coordinator, (707) 826-5870; Tim Sims, assistant, 826-5867; Lois Waters, office manager, 826-3751 (except Fridays). Our fax number is 826-5868. Our address: Teacher Preparation Single Subjects, Humboldt State University, Arcata CA 95521-8299.

Humboldt’s credentialing program enjoys positive working relationships with the various local schools that accommodate our student teachers from year to year. With the cooperative efforts of strong master teachers, HSU professors, and university supervisors, you can receive the individual attention that will make your credential-year experience most rewarding.

The Courses

You must take these two semesters in sequence. In general terms, the first semester teaches you how to teach, and the second semester lets you practice what you have learned.

FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPSS 712</td>
<td>Classroom Methods, Management, &amp; Discipline</td>
<td>3 units</td>
</tr>
<tr>
<td>TPSS 714</td>
<td>Psychological &amp; Multicultural Implications</td>
<td>4 units</td>
</tr>
<tr>
<td>TPSS 731-741</td>
<td>Secondary Curriculum Instruction</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>(in your chosen subject)</td>
<td></td>
</tr>
<tr>
<td>TPSS 743</td>
<td>Teaching Reading in Content Areas</td>
<td>3 units</td>
</tr>
<tr>
<td>TPSS 762</td>
<td>Supervised Fieldwork in Student Teaching</td>
<td>1, 2, or 3 units</td>
</tr>
</tbody>
</table>

SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPSS 744-754</td>
<td>Single Subject Seminar</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>(in your chosen subject)</td>
<td></td>
</tr>
<tr>
<td>TPSS 763</td>
<td>Intersession Participation &amp; Student Teaching</td>
<td>2 units</td>
</tr>
<tr>
<td>TPSS 764</td>
<td>Student Teaching Single Subject</td>
<td>6 units</td>
</tr>
<tr>
<td>TPSS 765</td>
<td>Student Teaching Single Subject</td>
<td>6 units</td>
</tr>
<tr>
<td>TPSS 766</td>
<td>Intersession Student Teaching</td>
<td>2 units</td>
</tr>
</tbody>
</table>

In the spring, you spend the entire day in the local school, as any other teacher would. Most candidates find it difficult to hold a part-time job or take substantial additional course work during this period.
Additional Requirements

1. Forty-five (45) hours of approved prior field experience in a school setting (one unit of TPSS 210 or equivalent course or experience) prior to student teaching.

2. A passing CBEST score. (For a CBEST or a Praxis registration form, contact HSU's Testing Center in the Student & Business Services Building.)

3. Completion of an approved waiver program or a passing score in the appropriate Praxis exams.

4. A basic constitution course (PSCI 110, 210, 359, or 410) or a passing score on the US Constitution Test scheduled by the Testing Center. Most HSU graduates have met this requirement. If you have attended a UC campus, or if you have questions, see the credential analyst in our office.

The Credentials

Upon completing a bachelor's degree, the professional practice course sequence (shown on the other side), and the additional requirements listed here, the candidate qualifies for a preliminary credential. The PRELIMINARY CREDENTIAL (issued for grades K-12) authorizes teaching for five years, by which time the teacher must acquire a Professional Clear Credential, described below.

The PROFESSIONAL CLEAR CREDENTIAL, the standard teaching credential in California, authorizes teaching in a given subject for grades K-12. It has two general requirements:

1. Thirty semester units of approved graduate-level course work. (The courses listed on the other side, if taken after the bachelor's degree, count toward the 30 units.)

2. Four specific courses (these also count toward the 30 units):
   - HED 405/705 School Health Programs, 3 units
   - TPSS 716 Teacher Computer Literacy, Level I, 1 unit
   - TPSS 718 Teacher Computer Literacy, Level II, Single Subjects, 1 unit
   - TPSS 776 Mainstreaming, 2 units [Usually taken while active in a school setting]

About half of our students take these four courses during the credentialing year, so that they can apply immediately for a Professional Clear Credential in the spring. You may even take the first three of these courses in the last semester before the credential year, then petition Admissions & Records to count them for postbaccalaureate credit.

To be certified in an additional subject area, you have two options: (a) supplementary authorizations, based on course work appearing on your transcripts, to qualify you to teach a given subject through the ninth grade level; or (b) applying to the Commission on Teacher Credentialing after passing the Praxis Series exam(s) for the additional subject. Contact our office for details.

The Cost

It costs you nothing to return an application packet to TPSS. Our advice is also free. We hope you appreciate this, because you will have to pay for other things in this program.

- CSU application / tuition: $55 application fee / check most recent class schedule for tuition
- CBEST: $40 (plus $10 if you register late)
- Praxis exam (if required): $70-140
- Competency assessment: varies by department (most are free, but some require course work)
- Clearance Certificate: $75 (of this, $25-50 rolls over toward the credential fee)
- Liability insurance: (if handled through SCTA) $29 for one year's membership
- Credential Fee: $75 (but up to $25-50 rolls over from the clearance certificate)

If all of this inspires you to call HSU's financial aid office, their number is (707) 826-4321.
LIBERAL STUDIES
MULTIPLE SUBJECTS
Elementary Education Teacher Preparation

THE DEPARTMENT

Degrees and Options

Bachelor of Arts
Liberal Studies/Multiple Subjects

Multiple Subjects
Teaching Credential

CAREER POSSIBILITIES

Elementary Teaching
Management
School Administration
Counseling
Textbook Publishing
Research
Special Education
Administration - Business
Sales

Some of the above occupations may require additional or specialized coursework.

PROGRAM DESCRIPTION

The Liberal Studies/Multiple Subjects (LS/MS) major at Humboldt State University is a broad general course of study whose main purpose is to prepare students to work toward a California Multiple Subjects Credential. The courses in the LS/MS major also satisfy all the general education requirements for HSU and give the students opportunities to confront intellectual issues which transcend individual disciplines. A LS/MS major has all the career opportunities of any Liberal Studies major.

The Liberal Studies/Multiple Subjects Program is a four year undergraduate program that provides a student subject matter preparation for the teaching credential. Students enrolled in the LS/MS program, at the completion of 4/5 or more of that program, can apply to the Multiple Subjects Credential Program. It is necessary for students to take a full academic load to complete these programs in a timely fashion. Since program requirements may change, students are required to follow the program approved for the academic year in which they entered the program. Students should work closely with program advisors and coordinators.

The philosophy of the Liberal Studies/Multiple Subjects Program is to provide a course array that offers opportunities for a well-educated person to confront intellectual issues that transcend the disciplines. Additionally, students will know and understand each subject of the elementary curriculum with considerable breadth and depth. Liberal Studies/Multiple Subjects majors have all the career opportunities of General Education majors plus pursuing the Multiple Subjects Credential Program to become an elementary teacher.

The Multiple Subjects and Single Subjects credentials are basic credentials. Although they are both K-12, the Multiple Subjects is generally used in a self-contained classroom and the Single Subjects is generally used for subject specific classroom teaching. A person who holds a basic credential may additionally pursue a service or specialist credential such as Pupil Personnel (School Counseling, School Psychologist), Learning Handicapped, Administrative Services, Adaptive Physical Education, etc.

FOR MORE INFORMATION CONTACT:

Entry Level Program Advisors
(Teacher Preparation Programs) (707) 826-3751
ITEPP Advisors (707) 826-3672
Admissions Office (707) 826-4402
Career Development Center (707) 826-3341

1995-96 academic year
The faculty for the Liberal Studies Multiple Subjects B.A. Program are chosen from English, Speech, Art, Philosophy, Music, the Social Sciences, Science and Mathematics.

PREPARATION:

High school and transfer students should try to gain work experience with children of elementary school ages in as many situations as possible. Prospective teachers are also urged to pursue a broad liberal education and, if possible, obtain a background in Spanish, for example, which will be especially helpful for those planning a teaching career in California or the southwestern U.S.

LIBERAL STUDIES/MULTIPLE SUBJECTS B.A. PROGRAM

LOWER DIVISION COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>BIO</th>
<th>104</th>
<th>General Biology (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>100</td>
<td>First Year Reading and Comprehension (3)</td>
</tr>
<tr>
<td>ENGL</td>
<td>105</td>
<td>Introduction to Literature (3)</td>
</tr>
<tr>
<td>HIST</td>
<td>110</td>
<td>U.S. History to 1877 (3) or U.S. History from 1877</td>
</tr>
<tr>
<td>MATH</td>
<td>107YZ</td>
<td>Math for Elementary Education (8)</td>
</tr>
<tr>
<td>PSCI</td>
<td>110</td>
<td>American Government (3)</td>
</tr>
<tr>
<td>PSYCH</td>
<td>213</td>
<td>The School-Age Child (3)</td>
</tr>
<tr>
<td>SC</td>
<td>100</td>
<td>Fundamentals of Speech Communication (3)</td>
</tr>
<tr>
<td>TPMS</td>
<td>210</td>
<td>Direct Experience with Children (1)</td>
</tr>
</tbody>
</table>

Art: One of the following: (3)

- ART 109 Beginning Sculpture
- ART 280 Beginning Jewelry
- ART 290 Beginning Ceramics

Critical Thinking One of the following: (3)

- CIS 100 Computers and Critical Thinking
- ENGL 101 Critical Writing
- PHIL 100 Logic
- SC 101 Critical Thinking in Small Groups
- SC 102 Introduction to Argumentation
- SC 103 Critical Thinking and Listening
- SOC 102 Principles and Practice of Research

Physical Universe: Two of the following courses, one in physical science and one in earth science:

- GEOL 108 The Dynamic Earth (3) or Introduction to Geology (3)
- OCN 109 General Oceanography (4)
- PHSC 104 Descriptive Astronomy/Lab (4) or Conceptual Physics (4)

Arts/Humanities -- one unit from lower division general education (Area C) art, music, theatre arts, or philosophy.

UPPER DIVISION COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>ART</th>
<th>358</th>
<th>Art Structure (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON</td>
<td>420</td>
<td>Development of Economic Concepts (3)</td>
</tr>
<tr>
<td>ENGL</td>
<td>323</td>
<td>Children's Literature (3)</td>
</tr>
<tr>
<td>ENGL</td>
<td>326</td>
<td>Language Studies for Teachers (4)</td>
</tr>
<tr>
<td>ENGL</td>
<td>424</td>
<td>Communication in Writing I (3)</td>
</tr>
<tr>
<td>GEOG</td>
<td>470</td>
<td>Topics in Geography for Teachers (3)</td>
</tr>
<tr>
<td>HIST</td>
<td>312</td>
<td>Europe and the World: Modern Civ. since 1700 (3)</td>
</tr>
<tr>
<td>MUS312/313</td>
<td>312</td>
<td>Music Philosophy (4)</td>
</tr>
<tr>
<td>PE</td>
<td>475</td>
<td>Elementary School Physical Education (2)</td>
</tr>
<tr>
<td>PHIL</td>
<td>400</td>
<td>Philosophic Self-Examination/Integration (3)</td>
</tr>
<tr>
<td>SC</td>
<td>323</td>
<td>Oral Interpretation of Children's Literature (1)</td>
</tr>
<tr>
<td>SC</td>
<td>422</td>
<td>Communication Behavior in Early Childhood (3)</td>
</tr>
<tr>
<td>SCI</td>
<td>331</td>
<td>Developing Concepts in Science Education (2)</td>
</tr>
<tr>
<td>SOC</td>
<td>303</td>
<td>Race &amp; Ethnic Relations (3)</td>
</tr>
<tr>
<td>THEA</td>
<td>322</td>
<td>Creative Drama (4)</td>
</tr>
<tr>
<td>TPMS</td>
<td>310</td>
<td>Direct Experience with Children (1)</td>
</tr>
</tbody>
</table>

Choose three of the following:

- LSMS 401 Integrating Humanities/Human Development Concepts (2)
- LSMS 402 Integrating Math/Science Concepts (2)
- LSMS 403 Integrating History/Social Science Concepts (2)
- LSMS 404 Integrating Visual and Performing Arts Concepts (2)

NATURAL SCIENCE & MATH (3) Selected from approved Upper Division General Education Area B.

Plus an upper division 12 unit depth of study area.

MULTIPLE SUBJECTS PROFESSIONAL EDUCATION

Professional education courses required for the elementary education preliminary credential program are listed here. These two semesters must be taken in sequence.

FALL SEMESTER

<table>
<thead>
<tr>
<th>TPMS</th>
<th>720</th>
<th>The Elementary School Child (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPMS</td>
<td>721</td>
<td>Multicultural Foundations (2)</td>
</tr>
<tr>
<td>TPMS</td>
<td>722</td>
<td>Reading Methods and Materials (3)</td>
</tr>
<tr>
<td>TPMS</td>
<td>723</td>
<td>Integrating Math Curriculum (1)</td>
</tr>
<tr>
<td>TPMS</td>
<td>724</td>
<td>Fine Arts: Curriculum, Methods, and Materials (1)</td>
</tr>
<tr>
<td>PMS</td>
<td>725</td>
<td>The Elementary School Profile (1)</td>
</tr>
<tr>
<td>TPMS</td>
<td>727</td>
<td>Integrating Science Curriculum, Methods and Materials (1)</td>
</tr>
<tr>
<td>TPMS</td>
<td>728</td>
<td>Elementary School Social Studies (1)</td>
</tr>
<tr>
<td>TPMS</td>
<td>751</td>
<td>Observation and Classroom Management (1)</td>
</tr>
<tr>
<td>TPMS</td>
<td>752</td>
<td>Student Teaching in Elementary School (1)</td>
</tr>
</tbody>
</table>

SPRING SEMESTER

<table>
<thead>
<tr>
<th>TPMS</th>
<th>726</th>
<th>Applied Methods, Debriefing Seminar (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPMS</td>
<td>753</td>
<td>Student Teaching in Elementary School (7)</td>
</tr>
<tr>
<td>TPMS</td>
<td>755</td>
<td>Student Teaching in Elementary School (7)</td>
</tr>
<tr>
<td>TPMS</td>
<td>756</td>
<td>Student Teaching (Extracurricular) (3-4)</td>
</tr>
</tbody>
</table>

MULTIPLE SUBJECT CREDENTIAL PROGRAM

First apply for admission to Humboldt State University as a multiple subjects credential candidate. Please note, however, that admission to the specific credential program requires a special application and a personal interview, conducted through the Office of Teacher Preparation Programs on campus. Because the credential admission and placement process takes several months, begin this process during the fall semester a year prior to the planned term of entry.

Request an application packet from the Office of Teacher Preparation. Please make sure to send all the required information in one package to the Office of Teacher Preparation Programs. Following is what is required in the completed application packet:

- Show you have successfully completed a minimum of 45 clock hours of supervised field observation of school-aged children, or enroll in equivalent coursework.
- You must have a cumulative grade point average (GPA) at or above the median GPA (in your discipline) calculated by the California State University. (Further explanation is available from the HSU Office of Teacher Preparation Programs.)
- Have a tuberculin (chest x-ray or TB skin test) clearance and rubella immunization.
- CBEST
- Approved waiver major or MSAT.

Requirements subject to change and superseded by most recent catalog.
HUMBOLDT STATE UNIVERSITY
LIBERAL STUDIES/MULTIPLE SUBJECT COURSE REQUIREMENTS

LOWER DIVISION

ART -- Three dimensional 3-unit course. ONE OF THE FOLLOWING:
   ART 109, Beginning Sculpture (3)
   ART 280, Beginning Jewelry/Metals (3)
   ART 290, Beginning Ceramics (3)

BIOLOGY 104 -- General Biology (3)

TPMS 210 -- Direct Experience with Children (1)

CRITICAL THINKING -- ONE OF THE FOLLOWING:
   CIS 100, Computers and Critical Thinking (3)
   ENGLISH 101, Critical Writing (3)
   PHILOSOPHY 100, Logic (3)
   SOCIOLOGY 102, Principles & Practice of Research (3)
   SPEECH 101, Small Group Communication (3)
   SPEECH 102, Introduction to Argumentation (3)
   SPEECH 103, Critical Listening & Thinking (3)

ENGLISH 100 -- First Year Reading and Comprehension (3)

ENGLISH 105 -- Introduction to Literature (3)

HISTORY 110 -- U.S. History (3)

MATH 107Y/Z -- Mathematics for Elementary Education (4-4)

PHYSICAL UNIVERSE -- TWO OF THE FOLLOWING COURSES, ONE IN EARTH SCIENCE
   AND ONE IN PHYSICAL SCIENCE:
   EARTH SCIENCE:
      GEOLOGY 108, The Dynamic Earth (3)
      OCEANOGRAPHY 109, General Oceanography (4)
   PHYSICAL SCIENCE:
      PHYSICAL SCIENCE 104/L, Descriptive Astronomy/Lab (3-1)
      PHYSICS 105, Conceptual Physics (4)

POLITICAL SCIENCE 110 -- American Government (3)

PSYCHOLOGY 213 -- The School-Age Child (3)

SPEECH 100 -- Fundamentals of Speech Communication (3)

ARTS-HUMANITIES -- From Lower Division General Education (1)
   Select from Art, Music, Theater Arts or Philosophy

Total = 44-45 Lower Division Units

UPPER DIVISION

ART 358 -- Art Structure (3)

ECONOMICS 420 -- Development of Economic Concepts (3)

HISTORY 312 -- Europe & the World: Modern Civilization since 1700 (3)

TPMS 310 -- Direct Experience with Children - Seminar (1)

ENGLISH 323 -- Children's Literature (3)

ENGLISH 326 -- Language Studies for Teachers (4)

ENGLISH 424 -- Communication in Writing I (3)

GEOGRAPHY 470 -- Topics in Geography for Teachers (3)

MUSIC 312/313 -- Musician ship (2-2)

NATURAL SCIENCE & MATH -- Selected from approved Upper Division G.E. Area B (3)

PHYSICAL EDUCATION 475 -- Elementary School Physical Education (2)

PHILOSOPHY 400 -- Philosphic Self-Exam/Integration (3)

SCIENCE 331 -- Developing Concepts in Science Education (2)

SOCIOLOGY 303 -- Race/Ethnic Relations (3) OR ETHNIC STUDIES/GEOG 304 --
   Endless Migrations and Ethnic Mosaics (3)

SPEECH 323 -- Oral Interpretation of Children's Literature (1)

SPEECH 422 -- Communication Behavior in Early Childhood (3)

THEATER 322 -- Creative Drama (4)

STUDENTS CHOOSE 3 OF THE FOLLOWING:
   LSMS 401 - Integrating Concepts of Humanities & Human Development (2)
   LSMS 402 - Integrating Concepts of Math & Science (2)
   LSMS 403 - Integrating Concepts of Behavioral and Social Sciences (2)
   LSMS 404 - Integrating Concepts of Visual and Performing Arts (2)

Total = 54 Upper Division Units

AND

12 UNITS FROM DEPTH OF STUDY AREA (SEE ATTACHED SHEET FOR AREAS)

3/15/94
SUPPLEMENTARY INFORMATION

TPMS 210
This requirement can be waived if you can document at least 45 hours of supervised work with school children (ages 5 through 12). A letter from your supervisor is required and must indicate the nature of work, when it was done and that it consisted of at least 45 clock hours.

MATH 107Y,Z
These courses have a Math Placement Test requirement of a code 3. Math 107y is a prerequisite for 107Z. It is recommended that you complete both of these courses before taking SCIENCE 331.

PSYCHOLOGY 213
This class meets the requirement for a college level course in child development. Other college level courses may meet this requirement if the focus of the class is on the school age child. See your advisor.

PHILOSOPHY 400
This course meets the requirement for Human Integration. If you have already met this requirement with another class, you do not need to take this course. However, in the Liberal Studies/Multiple Subjects major, you must have a minimum of 18 units in the Arts-Humanities. Philosophy 400 can help meet that unit requirement. See your advisor if you are in doubt.

UPPER DIVISION NATURAL SCIENCE G.E. REQUIREMENT
This course is to be selected from Area B, Natural Science, in the General Education section of the University catalog or the current class schedule. Be sure to check the catalog description of the class that interests you to be sure that you have met any lower division prerequisites.

LSMS 401/402
These courses are designed as senior seminar classes and should be taken in your senior year. The classes integrate concepts discussed in the other division courses.

LSMS 403
This class is a senior seminar course that integrates the social science concepts from ECONOMICS 420 and GEOGRAPHY 470.

Letter grades are required for courses in the major including general education. Exceptions would be courses that are only given mandatory credit/no credit.

The required lower division art class must be a three-dimensional art class, i.e., pottery, sculpture, jewelry, etc.

3/15/94
LIBERAL STUDIES/MULTIPLE SUBJECTS
DEPTH OF STUDY AREAS

==========================================

CREATIVE DRAMATICS

CLASSROOM:

THEA 104 - Poetics (3)
THEA 324 - Puppetry (3)

THEA 300 - Visual Communications (3)
THEA 351 - Beg Directing (3)
THEA 484 - Dance for K-12 Tchrs (2)
THEA 499 - Independent Study (1)

PRODUCTION:

THEA 104 - Poetics (3)
THEA 351 - Beg Directing (3)
THEA 337 - Improvised Children’s Thea (3)

THEA 300 - Visual Communications (3)
THEA 326,327,328, or 329 - Advanced Dramatic Workshop (3)

STUDIO ART

Required Courses: Precondition: Students wishing to take the Studio Art Concentration must first complete: ART 105B - Beg Draw (3)

Choose 4 of the following:
ART 321 - Intermediate Drawing (3)
ART 322 - Life Drawing (3)
ART 323 - Inter Repr Drawing (3)
ART 324 - Advanced Drawing (3)
ART 325 - Life Drawing (3)

OR

Precondition: Complete ART 106 - Beg Painting (3) and the following:
ART 326 - Intermediate Painting (3)
ART 327 - Beginning Water Color (3)
ART 328 - Inter Water Color (3)
ART 329 - Advanced Painting (3)

Note: If the student completes both ART 105B and ART 106 they can combine both drawing and painting for their 12 semester units.

FOREIGN LANGUAGE

FRENCH:

Required Courses: Students begin coursework for 12 units based on their previous language experience.

FREN 107 - French Level III (3)
FREN 207 - French Level IV (3)
FREN 311 - French Level V (3)
FREN 312 - French Level VI (3)

Elective Courses: FREN 315-316, 330, 350, 401-402, 435, 492

GERMAN:

Required Courses: Students begin coursework for 12 units based on their previous language experience.

GERM 107 - German Level III (3)
GERM 207 - German Level IV (3)
GERM 311 - German Level V (3)
GERM 312 - German Level VI (3)

Elective Courses: GERM 315,316,330,350, 401,402, 435, 492

SPANISH:

Required Courses: Students begin coursework for 12 units based on their previous language experience.

SPAN 107 - Spanish Level III (3)
SPAN 108 - Level III for Spanish Spkrs (3)
SPAN 207 - Spanish Level IV (3)
SPAN 208 - Level IV for Spanish Spkrs (3)
SPAN 311 - Spanish Level V (3)
SPAN 340 - Intro to the Analysis of Hispanic Literature (3)

Elective Courses: SPAN 342,343,344,345,346, 347,348,349,401,402,435,492,495

HISTORY

UNDERSTANDING OUR MULTICULTURAL SOCIETY THROUGH HISTORY

Required Courses:

HIST 372 - Rise of Modern America, 1877-1929 (3)
HIST 383 - Calif: Amer Period, 1840 to present (3)
HIST 384 - Multicultural Hist of the American West(3)
HIST 374 - Contemporary Amer, 1929 to the present (3)

OR

HIST 391 - Special Topics in Hist* (3)

*PERMISSION OF DEPT CHAIR NEEDED

3/15/94
HUMAN DEVELOPMENT

CHILD DEVELOPMENT:

Required Courses: Precondition: Students wishing to take the child development concentration must first complete TPMS 210, PSYCH 213 and TPMS 310.

The following courses should be taken in the order listed below:

1. CD 354 - Observational Child Study (3) (Fall only)

2. One of the following:
   - CD 257 - Classroom Mgmt. (3)
   - CD 358 - Adv. Classroom Mgmt (3)

3. CD 356 - Curr Devl in Early childhood (3) (Spring only)

4. One of the following:
   - CD 352 - Parent-Child Relationships (3) (Fall only)
   - CD 366 - Exceptional Children and Their Families (3) (Fall only)
   - CD 465 - Parent Involvmt (2-3) (Spr only)
   - CD 467 - Working with Culturally Diverse Families (3) (Spr only)

PSYCHOLOGY:

Required Courses:

PSYCH 311 - Human Development (3)

Electives: Choose 3 courses (9 un) from the following:

- PSYCH 300 - Psych of Women (3)
- PSYCH 303 - Family Relations in Contemporary Soc (3)
- PSYCH 412 - Psych of Infancy and Early Childhood (3)
- PSYCH 417 - Psych of Excep Child (3)
- PSYCH 418 - Social & Emotional Problems of Children (3)
- PSYCH 426 - Psych of Language (3)

ENGLISH AS A SECOND LANGUAGE

Required Courses:

- ENGL 435 - Tchg Engl to Speakers of Other Lang & Dialects (3)
- ENGL/SPCH 417 - Second Lang Acquistn (3)
- SPCH 322 - Intercultural Comm (3)
- ENGL 436 - Content-based ESL Instr (3)

NOTE: With addition of:
- SPCH 320 - Intercultural Comm (1)
credential candidates qualify for a Supplementary Authorization in TESL.

MATHMATICS

Required Courses:

- MATH 105 or MATH 109 - Calculus (3-4) (Prereq: Math 115 or Math Code>50)
- MATH 108 - Intro Statistics (4) (Prereq: Math 42/44/94 or Math Code>40)
- MATH 253 - Discrete Mathematics (3) (Prereq: Math 115 & comp prog class)
- MATH 103 - Contemporary Mathematics (3)
- MATH 401 - Hist of Mathematics (3) (Prereq: lower division calculus)

SCIENCE

BIOLOGY:

Required Courses:

Complete two of the following:

- BIOL 105 - Prin of Biology (4)
- BOT 105 - General Botany (4)
- ZOOL 110 - General Zoology (4)

Complete two of the following:

- BIOL 304 - Human Genetics (3)
- BIOL 305 - Biological Evolution and Sociobiology (3)
- BIOL 306 - Calif Natural Hist (3)
- BIOL 330 - Prin of Ecology (3)

THE PHYSICAL WORLD:

Required Courses: PHYX 105 should be selected instead of PH SC 104/104L if a student desires this concentration.

- CHEM 305 - Environmental Chem (3)

PLUS sufficient units from the following list to bring the total to at least 12 units.

- ENGR 305 - Appropriate Tech (3)
- ENGR 308 - Tech & the Environmnt (3)
- GEOL 300 - Geol of Calif (2)
- GEOL 303 - Earth Resources (3)
- OCN 304 - Resources of the Sea (3)
- PHSC 300 - Frontiers of Modern Physical Science (3)
- PHSC 301 - Science of Sound (3)
- PHSC 302 - Light and Color (3)
- PHYX 304 - The Cosmos (4)

3/15/94
SOCKET SCIENCE

SOCIAL SCIENCE PERSPECTIVE ON CALIFORNIA'S DIVERSITY

Required Courses:

- GEOG 322 - California (3)
- HIST 383 - Calif: American Period, 1840 to Present (3)
- PSCI 359 - Calif Government (3)
- NAS 325 - Native Peoples of the Far West (3)
- OR
- NAS 330 - Native Americans of Northern California (3)

TECHNOLOGY

COMPUTERS:

Required Courses: Precondition:

- *CIS 100 - Crit Think w/Computers (3)
  *(If used to meet critical thinking requirement (GE), cannot be used for Depth of Study).
- OR
- CIS 110 - Intro to Computers (3)
- OR
- Three units from CIS 175A/176A; 175B/176B; 175C/176C; 175D/176D.
- =
- CIS 130 - Intro to CIS (3)

PLUS 6 units from other appropriate CIS offerings to be arranged with a CIS advisor from any of the following areas:

1) Further crawl in a specific prog lang
2) Telecommunications
3) Database Design & Implementation
4) Management Use of the Computer
5) Computers & Social Change

ELEMENTARY PHYSICAL EDUCATION

Required Courses:

- PE 392 - Sci Basis of Movement (3)
- PE 180 - Dance (2)
- PE 183 - Gymnastics/Contemporary Sports (2)
- PE 189 - Fitness (2)

Select one course from:

- PE 484 - Motor Development/learning (3)
- PE 385 - Adapted Phys Educ (3)

MUSIC

Required Courses:

- Music 104 - Intro to Music (3)
- *Music 316 - Devel of Mus Concepts (2)

Choose 7 or more units from:

- Music 302 - Music in World Cultures (3)
- *Music 334 - Conducting (2)
- **Music 382/383 - Instrumental Families (2 + 2)
- *Music 356 - Functional Piano (1)
- Performing Organizations (Upper Div) (2)

Total Required Units: 12 minimum

*Prerequisite: Music 313 or demonstration of a comparable level of competence by departmentally-administered examination

**Both semesters may be taken, or Music 382 alone.

AMERICAN INDIAN EDUCATION

Required Courses:

- NAS/ES 105 - Intro to Cultural Minorities in the U.S. (3)
- PS 330 - History of Indian Education (3)
- PS 335 - Social & Cultural Considerations in American Indian Education (3)
- PS 340 - American Indian Experience in Education (3)

Electives: (3 units from the following)

- PS 403 - Issues in Counseling American Indian Students (3)
- PS 430 - Seminar: American Indian Education Funding Sources (3)
- NAS 311 - Native American Folklore and Mythology (3)
The Liberal Studies Child Development major is designed to help men and women interpret and integrate the ever-growing body of knowledge about children and their environments and determine implications and applications of that information. The major is interdisciplinary and provides a holistic approach to the study of children birth to eighteen.

The major is designed so that by taking the core courses students will be oriented to basic principles, theories, and practices of child development. After completing the core classes students select courses in an emphasis and specialization area that will give them greater depth and/or breadth in one or more areas and provide opportunity for career preparation.

Students completing the degree requirements will earn a Bachelor of Arts with a major in Liberal Studies/Child Development. This program is one of eleven child development programs in the California State University System. The program is unique in that: the core courses, which all students take, give cohesive and comprehensive attention to children's development and socialization; an on-campus practicum course is required of all students; additional options for practicum experience with children or families in different settings are available to students in the emphasis and/or specialization areas; and coursework beyond the core is based on the student's own identified educational goals.

The child development faculty have instituted a number of features to help students connect with their department, the campus, and their faculty. These include a tri-annual newsletter, a student resource room with a textbook library, career files, and a computer and printer for student use, mandatory academic advising each semester, special weekend workshops/conferences, and a scholarship program. Scholarships are awarded in the spring for the following academic year.

FOR MORE INFORMATION CONTACT:

Department of Child Development (707) 826-3471
College of Professional Studies (707) 826-3961
Admissions Office (707) 826-4402
Career Development Center (707) 826-3341

1995-96 academic year
# Major Requirements

## General Education

See catalog for specific requirements.

### Departmental Recommendations for General Education

**Recommended Lower Division:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 108</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>RS 105</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>ES 105</td>
<td>Cultural Minorities in the US</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two semesters foreign language</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Upper Division:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 304</td>
<td>Human Genetics</td>
<td>3</td>
</tr>
</tbody>
</table>

## B.A. Degree in Liberal Studies

### Child Development Emphasis

Distribution of Major Requirements:

**I. Core Classes (34 units):**

Students are recommended to take the core courses in the order that they appear below. The courses were chosen to help students acquire basic competencies that are essential for getting maximum meaning from subsequent courses in the core, emphasis and specialization areas.

- a. Select two courses (6 units) from the following:
  - CD 253 Prenatal and Infant Development
  - CD 255 Early Childhood Development
  - PSYCH 213 School Age Child
  - PSYCH 414 Psych. of Adolescence and Young Adulthood

- b. CD 251* Child and Society
- c. CD 257 Classroom Management/Lab
- d. CD 310 Perspectives in Child Development
- e. CD 352* Parent-Child Relationships
- f. CD 354 Observational Child Study
- g. CD 366 Exceptional Children and Their Families
- h. SC 422 Communication Behavior in Early Childhood or SC 426 Communication Behavior in Adolescence
- i. CD 479 Family Policy
- j. CD 469 Contemporary Issues in Child Development

**II. Emphasis Area (15 units):**

Students must select a minimum of 15 units for an emphasis area. A minimum of 9 units must be from one of the following three disciplines. Students from community colleges with transferable course work in child development may utilize those units for the emphasis area if the coursework relates to their educational goals.

### Child Development:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD/HED 334</td>
<td>Maternal and Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>CD 356</td>
<td>Curriculum Development in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>CD 358</td>
<td>Advanced Classroom Management/Lab</td>
<td>4</td>
</tr>
<tr>
<td>CD 362</td>
<td>Infant/Toddler Practicum</td>
<td>4</td>
</tr>
<tr>
<td>CD 370</td>
<td>Family Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>CD 461</td>
<td>Topics in Early Childhood Administration</td>
<td>3</td>
</tr>
<tr>
<td>CD 462</td>
<td>Administration of Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>CD 464</td>
<td>Atypical Child Development</td>
<td>3</td>
</tr>
<tr>
<td>CD 465</td>
<td>Parent in Partnership</td>
<td>3</td>
</tr>
<tr>
<td>CD 467*</td>
<td>Working with Culturally Diverse Families</td>
<td>3</td>
</tr>
<tr>
<td>CD 482</td>
<td>Field Placement</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### Psychology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 165</td>
<td>Career Decision Making and Life Planning</td>
<td>2</td>
</tr>
<tr>
<td>PSYCH 311</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 321</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 324</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 337</td>
<td>Personality Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 412</td>
<td>Psychology of Infancy and Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 436</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 454</td>
<td>Interviewing and Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 473</td>
<td>Drug Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 482</td>
<td>Field Study</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 517</td>
<td>Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 518</td>
<td>Social &amp; Emotional Problems of Children</td>
<td>3</td>
</tr>
</tbody>
</table>
## MAJOR REQUIREMENTS

### Social Work:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 306</td>
<td>The Changing Family</td>
<td>3</td>
</tr>
<tr>
<td>SW 330</td>
<td>Intro. to Social Work and Social Work Institutions</td>
<td>3</td>
</tr>
<tr>
<td>SW 340</td>
<td>Social Work Methods I</td>
<td>4</td>
</tr>
<tr>
<td>SW 341</td>
<td>Social Work Methods II</td>
<td>4</td>
</tr>
<tr>
<td>SW 352</td>
<td>Human Behavior and the Social Environment I</td>
<td>2-3</td>
</tr>
<tr>
<td>SW 353</td>
<td>Social Environment II</td>
<td>2-3</td>
</tr>
<tr>
<td>SW 431</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SW 440</td>
<td>Family Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 455**</td>
<td>Field Experience</td>
<td>5</td>
</tr>
<tr>
<td>SW 456**</td>
<td>Field Experience Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SW 480</td>
<td>Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>SW 480</td>
<td>Social Work with Children</td>
<td>3</td>
</tr>
</tbody>
</table>

### III. Specialization Area (8 units):

Students must select a minimum of 8 units for a specialization area. Depending upon their educational goals, students may create their own specialization area. Listed below are five possible specialization areas and appropriate classes for each.

#### Curriculum Development:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 356</td>
<td>Curriculum Development for Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>CD 358</td>
<td>Advanced Classroom Management/Lab</td>
<td>4</td>
</tr>
<tr>
<td>CD 359</td>
<td>Infant Toddler Practicum</td>
<td>4</td>
</tr>
<tr>
<td>CD 323</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>CD 326</td>
<td>Language Study for Teachers</td>
<td>4</td>
</tr>
<tr>
<td>CD 344</td>
<td>Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>THEA 322</td>
<td>Creative Drama</td>
<td>4</td>
</tr>
<tr>
<td>THEA 324</td>
<td>Puppetry</td>
<td>3</td>
</tr>
<tr>
<td>THEA 484</td>
<td>Creative Dance for the Elementary Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Diversity:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 362</td>
<td>Children Under Stress</td>
<td>3</td>
</tr>
<tr>
<td>CD 464</td>
<td>Atypical Child Development</td>
<td>3</td>
</tr>
<tr>
<td>CD 467*</td>
<td>Working with Culturally Diverse Families</td>
<td>3</td>
</tr>
<tr>
<td>ES 322</td>
<td>African-American Family</td>
<td>3</td>
</tr>
<tr>
<td>ES 341</td>
<td>Asian-American Family and Intermarriage</td>
<td>3</td>
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<tr>
<td>PSYCH 517</td>
<td>Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 518</td>
<td>Social &amp; Emotional Problems of Children</td>
<td>3</td>
</tr>
<tr>
<td>SW 431</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SW 480</td>
<td>Social Work with Children</td>
<td>1-3</td>
</tr>
<tr>
<td>SW 480</td>
<td>Family Violence</td>
<td>1-3</td>
</tr>
</tbody>
</table>

### English as a Second Language:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENG 326</td>
<td>Language Study for Teachers</td>
<td>4</td>
</tr>
<tr>
<td>ENG 417</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 435</td>
<td>Teaching English to Speakers of Other Languages and Dialects</td>
<td>3</td>
</tr>
<tr>
<td>ENG 436</td>
<td>Content Based ESL Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SpC 320</td>
<td>Intercultural Communication Workshop</td>
<td>1</td>
</tr>
<tr>
<td>SpC 322</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

### Program Administration:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 240</td>
<td>Essentials of Financial and Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BA 210</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BA 310</td>
<td>Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>CD 461</td>
<td>Topics in Early Childhood Administration</td>
<td>1-3</td>
</tr>
<tr>
<td>CD 463</td>
<td>Organization of Preschool Programs</td>
<td>3</td>
</tr>
<tr>
<td>FIN 315</td>
<td>Finance Essentials</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 315</td>
<td>Management Essentials</td>
<td>4</td>
</tr>
<tr>
<td>MKT 315</td>
<td>Marketing Essentials</td>
<td>3</td>
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</tbody>
</table>

### Recreational Programming:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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### Unit Distribution of Major Requirements

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A minimum of C- must be earned in all courses required for the major in Child Development.

### MINORS

For information regarding requirements for minors refer to department responsible.

Requirements subject to change and are superseded by the most current catalog.

*Meets Diversity and Common Ground Requirements. Students must successfully complete two DCG courses.

**Must be a Social Work double major to enroll.
APPENDIX B

SURVEY OF CURRENT AND FORESEEABLE NEEDS
Numbers represent the combined totals of Tribes/CA State Educ. Centers/Schools

1. Please indicate below your opinion of current and foreseeable needs for qualified Indian personnel in the following categories. Rank the level of importance: 1 = Most Important, 2 = Very Important, 3 = Important, 4 = Not Important.

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Other: ____________________________

2. Is there a need for inservice or professional growth training in the following areas? Check as many as applicable and rate the level of importance: 1 = Most Important, 2 = Very Important, 3 = Important, 4 = Not Important.

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Survey of Current and Forseeable Needs

**INDIAN TEACHER & EDUCATIONAL PERSONNEL PROGRAM**

1. Please indicate below your opinion of current and forseeable needs for qualified Indian personnel in the following categories. *Rank the level of importance: 1 = Most Important, 2 = Very Important, 3 = Important, 4 = Not Important.*

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Other:

2. Is there a need for inservice or professional growth training in the following areas? *Check as many as applicable and rate the level of importance: 1 = Most Important, 2 = Very Important, 3 = Important, 4 = Not Important.*

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<td>6-3-17</td>
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<tr>
<td>— Tribal Governments</td>
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Mailed 101 15 13.8% 66%
CA Ed Centers 25 9 31.41%
Schools 121 38 68%
### Survey of Current and Forseeable Needs

**INDIAN TEACHER & EDUCATIONAL PERSONNEL PROGRAM**

Key: Tribes/CA State Educ Centers/Schools

3. What method of instruction would work best for you? *(On a scale of 1 to 3.)*

<table>
<thead>
<tr>
<th>Method</th>
<th>Tribes</th>
<th>Schls</th>
<th>El</th>
<th>Carrs</th>
<th>Schls</th>
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<tr>
<td>Most Accessible</td>
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<td>Accessible</td>
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<tr>
<td>Not Accessible</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Summer Institute</td>
<td>1</td>
<td>2</td>
<td>19</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Course offered at HSU</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Weekend workshops</td>
<td>3</td>
<td>0</td>
<td>9</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Class offered on-site</td>
<td>10</td>
<td>4</td>
<td>23</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>T.V./Satellite Transmission</td>
<td>3</td>
<td>2</td>
<td>13</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Remote Learning Technologies</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Other</td>
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<td>0</td>
<td>0</td>
<td>2</td>
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</table>

RETURN TO:

ITEPP
Humboldt State University
Arcata, CA 95521

COMPLETED BY:

NAME: 
POSITION: 
# OF YEARS: 
ADDRESS: 
TELEPHONE:
## Survey of Current and Forseeable Needs

### Indian Teacher & Educational Personnel Program

<table>
<thead>
<tr>
<th>NAME:</th>
<th>JOB TITLE:</th>
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<tr>
<td>Health Centers</td>
<td>Mailed to 16</td>
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<tr>
<td>TRIBAL AFFILIATION: Tribes</td>
<td>Response 4</td>
</tr>
<tr>
<td>DEGREE(S) ATTAINED:</td>
<td>Rate 25%</td>
</tr>
<tr>
<td></td>
<td>Tribes 101</td>
</tr>
<tr>
<td></td>
<td>16 16 15.84%</td>
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</tbody>
</table>

**RESIDENCE:** (street address, city, and/or reservation)

---

**Please check all of the following which are applicable to you, or to your reservation or rancheria:**

What are the current and forseeable needs of trained professionals in the following categories? (Indicate number of personnel needed.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
<th>Forseeable</th>
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</thead>
<tbody>
<tr>
<td>health care services</td>
<td>1 49 1 115</td>
<td></td>
</tr>
<tr>
<td>tutoring</td>
<td>3 21 0 46</td>
<td></td>
</tr>
<tr>
<td>natural resource management</td>
<td>3 2 11 54</td>
<td></td>
</tr>
<tr>
<td>language/cultural program, specify:</td>
<td>1 2 12 42</td>
<td></td>
</tr>
<tr>
<td>alcohol/substance abuse counseling/programs</td>
<td>2 1 9 42</td>
<td></td>
</tr>
<tr>
<td>child welfare program ICWA or other</td>
<td>5 1 0 30</td>
<td></td>
</tr>
<tr>
<td>housing administration</td>
<td>1 1 5 26</td>
<td></td>
</tr>
<tr>
<td>health administration</td>
<td>2 21 1 43</td>
<td></td>
</tr>
<tr>
<td>day care/headstart/preschool</td>
<td>2 19 1 77</td>
<td></td>
</tr>
<tr>
<td>education program (JOM, Title V or other)</td>
<td>2 30 0 68</td>
<td></td>
</tr>
<tr>
<td>psychological/family counseling</td>
<td>3 10 1 29</td>
<td></td>
</tr>
<tr>
<td>personnel management</td>
<td>1 3 1 29</td>
<td></td>
</tr>
<tr>
<td>accountant</td>
<td>1 12 2 43</td>
<td></td>
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<tr>
<td>Tribal administration</td>
<td>3 34 0 70</td>
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</tr>
</tbody>
</table>

---

What kinds of facilities are available on your reservation/rancheria?
- Education Center
- Senior/Elders Center
- Community Center
- Tribal office
- Natural Resource Facility/Fishery

What other kinds of space is available?

---

If possible, what kinds of additional schooling or job training would you like to receive in the future?
- High School Diploma
- Community College
- College BA or BS
- College Postgraduate
- Job or other training

---

If you could have access to particular kinds of training which would you prefer?

- casino management
- administration/office skills/enrollment
- tribal government/Indian law/history
- law enforcement
- accounting/finance
- child care/early childhood education
- social work
- computer training
- audio/video engineering/technician
- nursing
3. What method of instruction would work best for you? (On a scale of 1 to 3).

<table>
<thead>
<tr>
<th>Method of Instruction</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Summer Institute</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>Course offered at HSU</td>
<td>0</td>
<td>0</td>
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<td>Weekend workshops</td>
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<td>3</td>
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<tr>
<td>Class offered on-site</td>
<td>4</td>
<td>10</td>
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<tr>
<td>T.V./Satellite Transmission</td>
<td>2</td>
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<td>1</td>
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<tr>
<td>Remote Learning Technologies</td>
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<td>3</td>
<td>1</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>
APPENDIX D

ITEPP COORDINATOR'S REPORT: SUMMERTIME STUDENT PROGRAM
Seventy-seven students participated in the ITEPP during the above three-year period. There was not funding available for the students other than the regular financial aid packages which for the most part were high in student loans.

1. Completion rate = 38.96% 
   30 students completed their educational objectives and have left ITEPP

2. Continuing students = 44.15% 
   34 students are continuing Fall 1995

3. Continuing @ other campuses = 2.60% 
   2 students are studying at other campuses

4. Students returning after stop-out = 0.00% 
   No students have returned after stop-out

5. TOTAL COMPLETION & RETENTION RATE = 85.71% 
   (Total of items 1, 2, 3, & 4)

6. Current Stop-outs = 3.90% 
   3 students are taking time off for work related or medical reasons

7. Drop-outs = 10.39% 
   8 students have dropped out of school

See notes on page 2.
Of the 30 students who completed their educational objectives:

- Fourteen had been participants in the Educational Personnel Development grant program at HSU/ITEPP during 1989-1992.
- 93.33% are working in jobs related to their educational objectives
- 6.66% are working, but seeking permanent full-time jobs related to their educational objectives
- 10 are working for tribal governments, tribal education programs, or tribal ICWA programs
- 3 work for Indian Health and Indian service programs
- 7 are teachers or counselors working for school districts on reservations
- 3 are teachers at high schools not on reservations
- 5 are teaching at community colleges
- 1 is substitute teaching
- 1 is working for a private business

Of the 3 students who stopped-out:

- 1 student moved with her family, needed to work, but plans on completing 2 courses at another institution to complete her BA degree.
- 1 student became seriously ill and is still recuperating. Student needs to complete her thesis for a master’s degree and complete 1 year internship for a PPS credential
- 1 student is an executive secretary for a local tribe. The long commute to campus conflicted with her work requirements. Student wishes to earn a BS in Business Administration.

Of the 8 students who dropped out:

- 1 student dropped out due to a divorce and financial difficulties
- 1 student had severe health problems (losing eyesight and suffering from migraines)
- 6 students dropped out for financial reasons
  - 3 were single mothers
  - 1 married father with dependents
  - 2 were self-supporting, but considered dependent for financial aid
### PERCENT CHANGES AFTER LOSS OF STUDENT FUNDING

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<tr>
<th>ACADEMIC YEARS</th>
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<th>F92-S95 (Non Funded)</th>
<th>% Change</th>
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<tr>
<td>1. Completion rate</td>
<td>31.58%</td>
<td>38.96%</td>
<td>+ 7.38%</td>
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<td>2. Continuing students</td>
<td>48.68%</td>
<td>44.15%</td>
<td>- 4.53%</td>
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<tr>
<td>3. Continuing @ other campuses</td>
<td>5.26%</td>
<td>2.60%</td>
<td>- 2.66%</td>
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<tr>
<td>4. Students returning after stop-out</td>
<td>6.58%</td>
<td>0.00%</td>
<td>- 6.58%</td>
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<td>5. TOTAL COMPLETION &amp; RETENTION RATE</td>
<td>92.11%</td>
<td>85.71%</td>
<td>- 6.40%</td>
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<tr>
<td>6. Current stop-outs</td>
<td>3.95%</td>
<td>3.90%</td>
<td>- 0.05%</td>
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<tr>
<td>7. Drop-outs</td>
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<td>10.39%</td>
<td>+ 6.44%</td>
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<tr>
<td>8. Number of participants</td>
<td>76</td>
<td>77</td>
<td>+ 1</td>
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### COORDINATOR'S REPORT

**Student Graduation, Job Placement, & Retention**


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<th>Employment</th>
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<td>Hoopa Valley Tribe</td>
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<td>Ammon, Daniel</td>
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<td>Angell, Lucius</td>
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<td>Jr LSMS</td>
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<tr>
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<td>BA</td>
<td>F 92</td>
<td>Karuk Tribe</td>
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<td>S 96</td>
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<tr>
<td>Bryan, Melanie</td>
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<td>Bishop Adult Ed teacher</td>
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<td>Carpenter, Lorencita</td>
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<td>Colegrove, Deirdre</td>
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<td>Colegrove, Kimberly</td>
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<td>Jr Undec</td>
<td>S 97</td>
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<td>Figueroa, Dominic</td>
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77 Students
March 4, 1994

Presentation to the California Commission on Teacher Credentialing
by: Laura Lee George, Coordinator


FALL 1969 TO SPRING 1994 GRADUATES (25 Years):

Graduates to Date
(An additional 7 students are scheduled to graduate
Spring 1994 Semester)

WHAT ARE THESE GRADUATES DOING TODAY?

Seeking Higher Degrees 12
Currently in Credential Programs 8
Corrections/Juvenile Justice 3
Preschool Teachers 2
Teachers K - 12 38
Substitute Teachers K - 12 8
School Principal 1
Counselors/Psychologists 4
Higher Education 14
Tribal Leaders/Directors 16
Other Education Programs (JOM, Title V, etc.) 4

Sub Total 110

Current Employment Unknown 44
Deceased 2

Total Graduates 156

ITEPP STUDENT PROFILE:

Of the 95 students who have signed Participation Agreements and have been served by ITEPP over the past five years, 17 students (or 18%) have been first-time-freshmen, while 78 students (82%) have been re-entry students with an average age of approximately 33. Forty-five participants (or 47%) had children to support. Twenty of the forty-five were single parents. Several ITEPP participants have been grandparents.
FIVE YEAR COMPLETION AND RETENTION RATES: FALL 1989 TO SPRING 1994

Total Students Served During Past 5 Years 95
Students Completing Educational Objectives * 32 33.68%
Students Continuing Education 53 55.79%
Students Stopping-Out 7 7.37%
Students Dropping-Out 3 3.16%

* An additional eleven students are scheduled to complete their educational objectives during Spring 1994. The eleven include one Bachelor's Degree, two Master's Degrees, and eight Credentials. This will increase the Completion Rate to 45.26%.

There is a significant difference between the students who are categorized as Stop-Outs and those who are Drop-Outs. The Stop-Outs are students with financial difficulties who must take time off from their studies to work and usually support families. The drop-outs are those who leave school and do not plan to return.

The stop-out rate fluctuates the greatest when 3-year federal Educational Personnel Development (EPD) grant cycles end. These grants have paid for student registration fees, cost of books, test fees, and other educational costs. Students not completing their educational objectives during the 3-year grant cycle are most at risk of stopping-out.

During the last three-year EPD grant cycle of the 1989-90, 1990-91, and 1991-1992 academic years, the retention and completion rate of project students was recorded at 92.11%. One year after the EPD funding ended, the retention and completion rate dropped to 84.71%.

ITEPP HAS SUPPLIED AT LEAST 61% OF THE NATIVE AMERICAN TEACHERS IN SIX NORTHERN COUNTIES IN THE STATE OF CALIFORNIA.

The 1992-93 California Basic Educational Data System (CBEDS) listed a total of 1,651 Native American K-12 Teachers in the State of California with 56 in Del Norte, Humboldt, Lake, Mendocino, Siskiyou, and Trinity counties. ITEPP has identified 34 of its 38 teachers as teaching full-time at the K-12 level in California. It appears that ITEPP has supplied approximately 2% of the Native American teachers in California and 61% of those in the northern six counties. The figure may be higher due to the 44 ITEPP graduates that are listed in the "Current Employment Unknown" category.
ITEPP HAS SIGNIFICANTLY INCREASED THE NUMBER OF NATIVE AMERICAN COLLEGE GRADUATES IN NORTHERN CALIFORNIA.

In 1969 when ITEPP was established, there were only 8 Hoopa Tribal members who had graduated from a university or four-year college. ITEPP alone has graduated 33 Hoopa Tribal members to date with another scheduled to graduate this Spring. The Karuk Tribe has had 12 ITEPP graduates, and the Yurok Tribe 31. ITEPP students have come from approximately 55 different tribes.

The Karuk Tribe, the Yurok Tribe, and the Hoopa Valley Tribe recently formed an Inter-Tribal Higher Education Foundation in support of ITEPP’s efforts to secure federal grant monies for training Indian teachers, social workers, and other educational personnel.

RESOURCE CENTER:

The ITEPP program, graduates, and participants have become major sources for obtaining information on American Indian tribes, curricula, and other related information. First-year teachers are often sought out to "mentor" the mentor teachers on Indian educational curricula and other Indian student concerns. The small ITEPP library is regularly utilized by HSU students, faculty, and the community. ITEPP also serves as an information referral service for persons interested in Indian programs, tribes, activities, and events.

AWARDS AND HONORS:

On October 15, 1990, a Certificate of Recognition was presented to Humboldt State University by the United States Department of Education "in recognition of effective practices in the education of American Indians and Alaska Natives in the United States of America".

The Humboldt State University Indian Education Program was also showcased at the 1990 National Indian Education Association conference as a model program. Showcase programs were required to have (1) measurable objectives; (2) show objective evaluation data; (3) show potential to prove effectiveness; (4) have cross-cultural or cross-tribal relevance; (5) show potential for replication; (6) show potential for submission claims of effectiveness to the Department of Education Effectiveness panel; and (7) show evidence of commitment to prove claims.

ITEPP has served as a model program for educators developing similar programs from Canada, Australia, and the Navajo Nation.
APPENDIX E

LIST OF SPECIALIZED INDIAN EDUCATION COURSES
### Specialized Indian Education Courses

#### Summer Institute Courses

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<th>Year</th>
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| Year 1 | Native American Children's Literature | Models for Teaching Indian Languages | Symposium for American Indian Educators: "The Role of 'American Indian Teachers in the Classroom & Community in Reaching Goals 2000"
| Year 2 | Reading Assessment of Indian Children | Developing Native American Curriculum | Symposium for American Indian Educators: "Curriculum for Native American Students and Communities"
| Year 3 | Making Math Relevant for Tribal Needs | Program Administration & Management for American Indian Educators | Symposium for American Indian Educators: "Current Issues in Indian Country"
| Year 4 | Developing Parental Involvement in the Classroom | Computers for Native American Students | Symposium for American Indian Educators: "Strategies for Safe Schools, Combating Drugs & Violence"
| Year 5 | Assessment Tools and Native American Children | The Internet and Indian Educational Resources | Symposium for American Indian Educators: "Current Issues, Methodologies, & Instructional Practices that Work for American Indian Students"
Native American Studies Minor

Degree Program
- Minor in Native American Studies

Information
Coordinators
Allan Bramlette
Jack Norton

Department of Ethnic Studies / Native American Studies
(707) 826-4329 or 826-5253

Special Features
This minor is designed both for students of Native American heritage seeking to broaden and enrich their knowledge of their cultural roots and for other students seriously interested in Native American history, culture, and society.

Humboldt’s program draws on several traditions of study — including art, anthropology, and natural resources — wherein the comparative method is used to synthesize meaningful perspectives within the university experience.

Preparation
High school students should take classes in the humanities, social studies, and history.

Careers
Students interested in teaching social sciences or in tribal government will find this minor useful, as will students interested in securing a solid undergraduate preparation for graduate work in anthropology, history, or sociology, or professional training in law or business.

Requirements for the Minor
Students must take 15 units of approved courses in Native American studies. A coordinator must approve the program of study before completion of the first nine units.
432. Percussion — Advanced (1-3).* Advanced studio instruction; continues MUS 232. Prerequisite: consent of instructor. May be repeated.

433. Strings — Advanced Violin (1-3).* Advanced studio instruction; continues MUS 233. Prerequisite: consent of instructor. May be repeated.

434. Strings — Advanced Viola (1-3).* Advanced studio instruction; continues MUS 234. Prerequisite: consent of instructor. May be repeated.

435. Strings — Advanced Cello (1-3).* Advanced studio instruction; continues MUS 235. Prerequisite: consent of instructor. May be repeated.

436. Strings — Advanced String Bass (1-3).* Advanced studio instruction; continues MUS 236. Prerequisite: consent of instructor. May be repeated.

437. Guitar — Advanced (1-3). Advanced studio instruction; continues MUS 237. Prerequisite: consent of instructor. May be repeated.

450. Symphony Orchestra.* See Musical Organizations.

485. Undergraduate Seminar (1-3).* Performance practices, periods, or genre of music history, and literature not treated in depth in other offerings. Prerequisite: consent of instructor. May be repeated.

499. Directed Study (1-3). Methods of research and projects in the fields of music and music teaching. Prerequisite: consent of instructor. May be repeated.

MUSICAL ORGANIZATIONS

106B / 406B. University Singers (2). Study and performance of choral literature of many styles and periods. Occasional off-campus concerts. May be repeated. Prerequisite: one year of vocal study or consent of instructor. Credit/no credit.

106C / 406C. Madrigals (2). Study and performance of madrigal and vocal chamber literature suitable for small vocal ensemble. Occasional off-campus concerts. May be repeated. Prerequisite: consent of instructor based on auditions. Credit/no credit.

106E / 406E. Opera Workshop (1-3). Traditional and contemporary musical theatre repertoire: operetta, grand operas, chamber operas, and Broadway musicals. Preparing individual roles, ensembles, and scenes, culminating in public performance. Prerequisite: consent of instructor on basis of auditions. May be repeated. Credit/no credit.

406F. Vocal Jazz Ensemble (1-2). Study and performance of jazz idiom choral music. Stress on stylistic interpretation and available literature. Occasional off-campus concerts. Prerequisite: instructor's consent on basis of auditions. May be repeated. Credit/no credit.

106H / 406H. Wind Ensemble (2).* Study and performance of symphonic band and wind ensemble literature. Occasional off-campus concerts. Prerequisite: consent of instructor on basis of auditions. May be repeated. Credit/no credit.

106J / 406J. AM Jazz Big Band (1).* Performance ensemble for novice jazz instrumentalists. Performance of jazz literature, study of jazz techniques. May be repeated. Credit/no credit.

106K / 406K. PM Jazz Big Band (1-2).* Performance of literature composed or arranged for large jazz ensemble. Stress on stylistic interpretation, ensemble playing, and study of literature. Occasional off-campus concerts. May be repeated. Prerequisite: consent of instructor on basis of auditions. Credit/no credit.

106N / 406N. Humboldt Chorale (1). Study and performance of choral music of all periods. Emphasis on larger works. May be repeated. No formal audition. Prerequisite: consent of instructor on basis of interview.

107 / 407. Chamber Ensemble (1-2).* Study and performance of instrumental, vocal, or mixed chamber music of all periods. May be repeated. Prerequisite: consent of instructor. The following ensembles are offered (letter is course suffix):

B — Brass
G — Guitar
J — Jazz
M — Intermediate
P — Percussion
S — String
T — Trumpet
V — Vocal
W — Woodwind

Orchestra

150 / 450. Symphony Orchestra (2).* Study and performance of orchestral literature. Occasional off-campus concerts. May be repeated. Prerequisite: consent of instructor on basis of auditions. Credit/no credit.

Native American Studies

LOWER DIVISION

105 / ES 105. Introduction to Cultural Minorities in the US (3). Compares four US cultural minorities. Contrasts the comprehension of the social scientist with the identification of attitudes, life styles, and attributes from the perspectives of the minority peoples themselves.

200. The Indian in American History (3). Study of conflict in social, political, and economic systems between the Native American and Anglo-Europeans as the main currents of American history swept across the continent.

UPPER DIVISION

311. Native American Folklife & Mythology (3). Identifying, interpreting, and deciphering native symbols, meanings, and knowledge depicted in tribal myths, legends, songs, oratory, poetry, prose, art, literature.

320. Comparative Approaches to Native American Values (3). Comparative and critical look at selected philosophical constructs that manifest themselves within the European and Native American values and experiences.

325. Native Peoples of the Far West (3). Traditional cultures of the native peoples of California, the Great Basin, and the Northwest. Archeology, material culture, social organization, and historical interrelationships.

330. Native Americans of Northern California (3). In-depth study and analysis of local indigenous tribes. History, ways of life, cultural attributes, and contemporary problems of local Indian people.

334. Ways of Knowing — Ways of Learning (3).* Presentations by California Indian scholars on aspects of their traditional and contemporary cultures and communities. Field trips to traditional settings. Offered once every two years.


345. Native Languages of North America (3). Survey of languages of native peoples of North America. Emphasizes principal languages of northwestern California (Hupa, Karuk, Tolowa, Yurok). No special back-
GROUND IN FOREIGN LANGUAGES REQUIRED. COLLEGE-LEVEL WORK IN A LANGUAGE OTHER THAN ENGLISH HELPFUL.

346. Study of a Native American Language (3). Grammatical study of, and conversational practice in, a specific Native American language. Language will vary with student demand and availability of instructor.

348. Archaeology in Society (3). Views of archaeology in society around the world; effects of archaeological study on California Indian communities; state laws and historic preservation on the local level. Offered once every two years.


352. Archaeology of Northwestern California (3). Cultural sequences in prehistoric northern California and southern Oregon; adaptations, technological and stylistic change; application of anthropological, linguistic, and archaeological method and theory to archaeological materials.

355. Archaeological Field Methods (1-3). Field experience. Reviews survey and excavation field methods. Usually requires concurrent enrollment in activity or lab.

410. Research Materials & Methods in Native American Studies (3). Resources available to serious students of Native American history, language, and culture. Includes libraries, archives, museum collections, and traditional elders. Students design and carry out individual research projects under instructor's supervision.

480. Selected Topics in Native American Studies (1-3). Special topic, problem area, or field research in Native American studies. May be repeated for different topics.

491. Mentoring (1-3). Advanced majors in Native American studies gain experience as teaching assistants working with a diverse body of students. Prerequisite: consent of instructor.

499. Independent Study (1-3). Individual study on selected problems. Student may take only one NAS 499 class per semester and four NAS 499 classes per academic career at HSU. Both provisions subject to petition. Advanced students only. Prerequisite: consent of course instructor.

GRADUATE

620. Comparative Values Between Europeans & Native Americans (3). Comparative and critical look at select philosophical constructs manifesting themselves within European and Native American values and experiences.

630. Native Americans of Northern California (3). In-depth analysis of local indigenous tribes. History, ways of life, cultural attributes, and contemporary problems of local Indian people.

680. Graduate Seminar (1-3). Intensive study of specialized topics within Native American studies discipline. Prerequisite: graduate standing.

683. Advanced Research Methods in Native American Studies (1-3). Graduate seminar in techniques, methods, and approaches to Native American studies. Prerequisite: graduate standing.


691. Comprehensive Exam (1-3). For approved candidates for MA in social science wishing to pursue Native American studies. Prerequisite: departmental approval.

695. Field Research (1-3). Field investigations of current phenomena (issues and behavior) relating to Native American topics. Prerequisite: graduate standing.

699. Independent Study (1-3). Individual study on selected problems. Prerequisite: consent of instructor.

130. Introduction to Native American Perspectives on Natural Resources Management (3) FS. Native American cultural heritage as it pertains to land use. Native American economic, social, and religious relationships with natural resources.


260. Introduction to Soil Science (2) FS. Concept of soil as a natural body with varying physical, chemical, and biological properties. Analysis of these properties, with implications for land management. Prerequisite: CHEM 105 or 107 or 109; or consent of instructor.

260L. Introduction to Soil Science Lab (1) FS. Evaluating and measuring soil properties influencing land management. Identifying soil parent materials and using soil survey reports. Prerequisite: NR 260 or concurrent enrollment.

275. Introduction to Computers (1) FS.* Exposure to mainframe, micro/mini, and personal computers. Operating systems, file structures, core and peripheral memory; "canned" software packages; an overview of other modules (NR 375-379, 475-479). Five week module.

UPPER DIVISION

302 / PHIL 302 / WLDF 302. Environmental Ethics (3). Various philosophical approaches to natural resource use. Ethical and legal perspectives. Two hours lecture, one hour discussion per week.

309. Communication in Natural Resource Conflict Resolution (3) FS. Process of communication that develops in resolving conflicts over use of our natural resource base. Utilizing small group dynamics, writing projects, and oral presentation of written material, students develop appreciation for the variety of communication forms in sciences, social sciences, arts, and humanities. CWT elective. Two hours lecture, two hours activity per week.

310. Cooperative Education Field Experience (1-2) S. Finish student training plan; develop work period journal; interview with selected agency personnel. Career development and assessment activities. Training plan framework for second work period. Mandatory core credit. Prerequisite: Coop Ed student status and consent of instructor.

330. Introduction to Federal Indian Law (3) FS. Introduction to the unique federal/tribal legal and historical relationship. Scope and authority of tribal governments as they

NATURAL RESOURCES

LOWER DIVISION

108. Elementary Biometry (3) FS.* Elementary statistical methods used in natural resource sciences: sampling, measures of central tendency and dispersion; regression and correlation; analysis of variance. Prerequisite: MATH 44 or math code 40. Two hours lecture, two hours lab per week.

110. Natural Resource Conservation (3) FS. Broad aspects of natural resources conservation; history of humanity in relation to land use; human populations in relation to resources; history of conservation movement; present day conservation problems.

Natural Resources / 287
ITEPP COURSES

PS 330 History of Indian Education: 3 Units

In depth study of the development of American Indian education from the first contact with Europeans to contemporary times. Emphasis on federal policy and how it shaped educational policy for American Indians.

PS 335 Social and Cultural Considerations in American Indian Education: 3 Units

An examination of how social and cultural factors affect the schooling and educational experiences of American Indian students attending mission, BIA boarding, and public schools along with apparent learning problems.

PS 340 American Indian Experience in Education: 3 Units

A comprehensive study of the educational experiences of local and national American Indian tribes. Focus will be on the educational history, lifeways, cultural attributes and educational problems of Indian tribes.

PS 403 Issues in Counseling American Indian Students: 3 Units

This course is designed to teach students the process of effective cross-cultural interactions with non-American Indians. It is designed specifically to enhance the dynamics of cross-cultural relations between American Indians and non-Indians.

PS 430 Seminar: American Indian Funding Sources: 3 Units

A comprehensive study of the proposal writing process. Students will examine funding sources for an Indian education program and will develop a grant proposal.

PS 791 Fieldwork in American Indian Education: 1-3 Units

This course will allow candidates to gain experience relevant to the education experiences of American Indian children, youth, and adults in various institutional settings with primary focus on public schools.

PS 792 Seminar: Direct Experience with American Indian Students: 1 Unit

This course provides an opportunity for students in the Indian Teacher and Educational Personnel Program to assess interests in education based on participation in activities during PS 791 fieldwork.
Certificate of Recognition

to

Humboldt State University Indian Education Program
Indian Education Showcase Project

In recognition of effective practices in the education of American Indians and Alaska Natives in the United States of America

Presented on this 15th day of October, 1990

John W. Peppers
Director
Office of Indian Education

John T. MacDonnell
Assistant Secretary
Elementary and Secondary Education

Richard S. Carson
Secretary of Education
APPENDIX F

STUDENT SELECTION CRITERIA FORM AND PARTICIPATION AGREEMENT
INDIAN TEACHER & EDUCATIONAL PERSONNEL PROGRAM
Humboldt State University
College of Professional Studies
Arcata, California 95521

STUDENT PARTICIPATION AGREEMENT

As a participant in the Indian Professional Development Project (IPDP) at Humboldt State University, I __________________________ agree to the following:

1. As a student, I will successfully complete 15 units per semester with a minimum of 12 units being acceptable under special situations and only by prearrangement with the ITEPP Coordinator. These 15 units will be applicable to my academic plan. (General Education requirements, declared major requirements, credential requirements, Indian Education Depth of Study or Native American Studies minor requirement, or required IPDP courses.)

2. I understand that it is my responsibility to attend each and every class session; that attendance the first week of classes is critical or my enrollment in classes may be automatically dropped; that I will check my class schedule and correct it before the add drop deadlines; that all assignments must be turned in on time in order to receive full credit.

3. As an IPDP student, I will attend six (6) hours per week of fieldwork and attend the weekly discussion class for three (3) units of credit. In return for the fieldwork, I will receive a monthly stipend.

4. I understand that the mandatory fieldwork hours and the commitment to my studies and classwork make it difficult to seek work or hold a job. In addition, federal regulations prohibit me from receiving a stipend if I work twenty (20) or more hours per week.

5. I certify that I need the IPDP financial award to attend Humboldt State University and I understand that upon completion I will be required to repay all or a prorated part of the assistance received or perform work related to my training that benefits Indian people for a period of time equivalent to the total time for which training assistance was received under the IPDP.

6. I understand that as a part of my commitment to the IPDP, I will be required to attend specific IPDP Summer Institute courses, symposiums, and workshops.

7. I understand that it is my responsibility to check in with the ITEPP Coordinator on a weekly basis and to check my mailbox for messages, deadline information, and other pertinent information.

8. I understand that it is my responsibility to report progress in coursework to the Coordinator. I will immediately report any difficulties in my classes so that tutorial help may be secured if needed in a timely manner. I understand that I must achieve a GPA that will allow me to enter and complete the Teacher Preparation Credential Program as defined by California State University Chancellor's Executive Order #547.

9. I understand that my name, tribal affiliation, and academic achievements may be used in public relations announcements and newsletter of ITEPP or IPDP.

10. I understand that to the ITEPP Coordinator will send periodic semester evaluation report forms to my professors checking on my attendance, coursework, expected grades, etc. It is my responsibility to check and review these evaluation reports with the Coordinator.

11. As a student, I understand that my progress in the IPDP will be regularly reviewed by the project staff. If I do not meet the minimum coursework requirements as per this Student Participation Agreement in any given semester, I understand that I will be placed on probation for the following semester. Probation can include a reduction, withholding or termination of all IPDP financial assistance. I further understand that non-compliance with this Student Participation Agreement in two consecutive semesters will cause me to be dropped from the program. I have the right to appeal in writing and request a Review Board meeting.

Signed: ___________________________ Date: ___________________________
# Project Student Selection Rating Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tribe</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## I. Eligibility Criteria:

**A**

1. Member of an Indian Tribe or band? as per sec. 9181 (4) (a)
   - Yes [ ] No [ ]

2. A descendant, in the first or second degree of individual in 1) above?
   - Yes [ ] No [ ]

3. Considered by the Secretary of the Interior to be Indian?
   - Yes [ ] No [ ]

4. An Eskimo, Aleut, or other Alaskan Native?
   - Yes [ ] No [ ]

5. A member of an organized Indian group that received a grant under the Indian Education Act of 1968?
   - Yes [ ] No [ ]

6. Documentation attached supporting sec A above?
   - Yes [ ] No [ ]

**B**

Documentation attached supporting sec A above?
   - Yes [ ] No [ ]

**C**

IF checked yes to any item under A and yes in B then continue to D. If NO, not eligible.
   - Yes [ ] No [ ]

**D**

Is the applicant for professional growth development (improving skills)? If yes, stop here. Applicant is eligible for inservice workshops and training symposia.
   - Yes [ ] No [ ]

**E**

Is the applicant's major:

1. An undergraduate content area major leading to a credential.
   - Yes [ ] No [ ]

2. An undergraduate NTE (PRAXIS series or MSAT) Exam Major
   - Yes [ ] No [ ]

3. A post-baccalaureate Teacher Preparation Multiple or Single Subject Credential Program
   - Yes [ ] No [ ]

4. An Administrative Service or Pupil Personnel Services
   - Yes [ ] No [ ]

5. An Adapted Physical Education or Learning Handicapped Credential program
   - Yes [ ] No [ ]

6. For non-education majors, does the major result in a Masters' Degree
   - Yes [ ] No [ ]
### II  Circle only one  1 = lowest possible rating  6 = highest possible rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating Options</th>
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<tbody>
<tr>
<td>Ability to complete college work</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Test Scores GPA</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Rank in class</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>General writing ability (application)</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Financial need:</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Reference (academic):</td>
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<tr>
<td>Commitment to academia</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Communication skills</td>
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<tr>
<td>Academic skills</td>
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<tr>
<td>Writing</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Reading</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Reference (personal/experience)</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Work</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Experience with children</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Reliability</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Cultural participation</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Professional Promise:</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Enthusiasm to become a teacher/counselor</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Empathy with children</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Identification with Indians</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Daily association with Indians:</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Lives (s) with Indians</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Worked (s) with Indians</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>College Experience:</td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

### III  INTERVIEW NOTES:

**Strengths:**  

**Weaknesses:**  

Commitment to serving Indian Communities and people

### IV  Recommend

Yes _____  No _____

Evaluator: ____________________________

Date: ____________________________
APPENDIX G

KEY PERSONNEL POSITION DESCRIPTIONS AND RESUMES
Vita

LAURA LEE GEORGE
1678 Terrace Way
Eureka, California 95501
(707) 826-3672

Educational Background

Masters Degree in Business Administration (MBA),
Minor in Native American Studies, December 1992,
Humboldt State University (HSU), Arcata, California 95521

Project: "A Performance Monitoring and Evaluation Design For Use in the Management Control of the Educational Personnel Development Program."

California Professional Clear Single Subject Teaching Credential in Business, 1984, Humboldt State University.

Bachelor of Science Degree in Business Administration,
Concentration in Computer Information Systems, 1984, Humboldt State University.

Graduation Honors: Awarded Outstanding student in Computer Information Systems, Nominated for Outstanding Senior Woman.

Employment History

1994-Present Director, Indian Teacher & Educational Personnel Program, Humboldt State University.
Duties include: Overall program management, budget management, instruct seminar course and fieldwork course.

1985-1994 Coordinator for Indian Teacher & Educational Personnel Program (ITEPP), Humboldt State University.
Duties include: recruitment and retention activities; academic advising; academic and personal counseling; career choice counseling; student advocacy; counseling on job search and interviewing skills; supervises students in field practice assignments; reconciles problems in field placement; supervises development of ITEPP library; advisor for ITEPP Club.

1985 Computer Instructor for Eureka Adult School. Also substitute teacher for Eureka City Schools and Northern Humboldt Unified School District.

1971-1973 Legal Secretary and Notary Public for Carl F. Agren, Esquire, Eureka, California.

1964-Present Business Manager & Booking Agent for a Native American Dance Band—Merv George Four.

Academic Activities

Humboldt State University

Racial Harassment Prevention Consultant
1994-Present Student consultation for Affirmative Action Office

Teacher Preparation Multiple Subject Program, HSU:
1990-1995 Elected Curriculum Committee member
1990-1992 Elected Curriculum Committee Chairperson

Teacher Preparation Single Subjects Program, HSU:
1993-1995 Elected Curriculum Committee member

Ad Hoc Campus Climate
Staff Survey Committee

Advisor to Student Pow Wow Committee
1990-91 Organized first Pow Wow at HSU

Eureka City Schools
1993-Present Appointed to Ad Hoc Diversity Committee
1986-87 Appointed to Multicultural Education Committee
  Recommended Multicultural Education Policy and implementation to School Board.
1976 Appointed to Ad Hoc Reorganization Committee to study declining enrollments, financial impact, and school closures. Made recommendations to School Board.

Hoopa High School
1992-93 Helped organize Future Educators Club of Hoopa High School. Arranged to have students shadow HSU students for a day.
Hoopa Elementary School
1991-Present Serve as parent advocate for family of a special education student.
Provide educational counseling to family and help develop individual education plans.

California Indian Education Association (CIEA)
1982-Present CIEA member
1993 Master of Ceremonies for State Conference Distinguished Educator Luncheon - Sacramento, California
1993 State Conference Presenter, "ITEPP A Program for Indian Students That Works" - Sacramento
1992 State Conference Presenter, "A College Program That Works for Indian Students" - Sacramento

National Indian Education Association (NIEA)
1982-Present NIEA member
1990 Conference Presenter, "Office of Indian Education Showcase Program - Humboldt State University - San Diego

California State Department of Education
1978-1981 Appointed to Humboldt County Legal Compliance Committee to review textbooks to meet state requirements
1980-81 Elected chairperson of Humboldt County Legal Compliance Committee
1980-81 Appointed to California State Appeals Panel (1 of 8 members) to review publisher appeals

Community Service

Humboldt County Grand Jury
1987-1988 Appointed Member and Elected Secretary

Redwood Empire Public Television, Inc. (KEET TV)
1977-1982 Elected to Board of Directors and elected Board Secretary

Parent Teachers Association (PTA) 1969-1982 member
22nd District PTA (Humboldt & Del Norte Counties):
1976-1979 Elected treasurer
Elected Communications Director
1969-1971 Editor of Redwood Messenger

Eureka Council PTA:
1980 Recipient of Honorary Service Award for "Outstanding Service to Children and Youth"

Lafayette PTA:
Volunteer: classroom aide, librarian, & membership chair

Jefferson PTA:
1971-1972 Elected president
1972 State Convention Delegate
Presentations and Workshops


California Commission on Teacher Credentialing, Sacramento, California. Presentation on The Goals and Impact of the Indian Teacher and Educational Personnel Program (ITEPP) at Humboldt State University. March 4, 1994.

Promoting Academic Retention for Indian Tribal Youth (PARITY) Workshop Presenter and consultant for Summer 1994 Institute.

Tribal Affiliation

Enrolled member of the Karuk Tribe
The following is a re-advertisement of Job #33

(JOB #56) STUDENT SERVICES PROFESSIONAL II, 12 MO. (Student Services Coordinator) $2,698 - 2,824 - 2,957 - 3,095 - 3,242/MO. (Appointments are normally made at step one of the salary range.)

Full-time, permanent, 12-month position in the Indian Teacher & Educational Personnel Program.

The primary responsibility of the I.T.E.P.P. Student Curriculum Services Coordinator is working with ITEPP Student Trainees under the direct supervision of the ITEPP Director.

SPECIFIC RESPONSIBILITIES: The Coordinator will work closely with and keep the Director informed on all matters, business and events: outline plans, provide on-going reports, and summarize conclusions.

The Coordinator is responsible for planning, monitoring, and implementing services to students which include, but are not limited to:

- Scholastic, educational, and career planning;
- Mentoring and guidance activities;
- Maintaining student confidential files;
- Tutorial services;
- Reports on student progress and statistical data on recruitment analysis, retention and graduation rates;
- Conflict resolution;
- Computer lab, E-Mail, Internet, multimedia, distance learning;
- Social and related academic functions, including graduation activities, ITEPP Club advisor, Orientation, etc.;
- Interact with academic departments on student advising;
- Processes to obtain financial aid, grants and scholarships;
- Other duties as assigned by the Director.

PROFESSIONAL QUALIFICATIONS:

REQUIRED:

- A Bachelor's degree;
PROFESSIONAL QUALIFICATIONS (Cont.):

REQUIRED:

- A Valid teaching credential or a Master’s degree in Education or related field;
- K-12 classroom experience;
- Demonstrated successful experience in Indian education with American Indian communities and American Indian people;
- Evidence of cultural knowledge and experience with American Indian people;
- Demonstrated ability to understand American Indian perspectives;
- Active participation in American Indian communities and cultures;
- Evidence of excellent rapport with American Indian students;
- Demonstrated ability to work with professionals both individual and groups;
- Demonstrated knowledge of academic advising techniques (i.e. admission requirements, financial aid processes, college requirements including general education, major and minor; ITEPP Student Club advising);
- Tact, discretion, and capacity for obtaining cooperation and confidence of students;
- Demonstrated experience of training students on IBM or Macintosh computers.

PREFERRED:

- Knowledge of credential requirements for teacher preparation and licensing;
- Skill in collecting and organizing data for administrative reports;
- Ability to interpret written material;
- Ability and willingness to accept responsibility;
- Knowledge of successful conflict resolution practices;
- Evidence of team building and consensus building skills;
- Adaptability, especially to changes in policies and procedures;
- Ability to plan, organize, coordinate, and expedite work where there are numerous diverse demands;
- Demonstrated knowledge of and proficiency in the use of IBM, Macintosh, and mainframe computer environments;
- Experience with multimedia, Internet, and current computer software programs;
- One year of full-time K-8 classroom teaching experience.

APPLICATION PROCEDURE: Submit a letter of application that speaks to your experience and qualifications, together with a vita, transcripts (unofficial copies acceptable at this time), and names of three references to:

ITEPP Student Services Coordinator Search Committee,
  c/o The Personnel Office
  Humboldt State University
  Student & Business Services Building, Suite 143
  Arcata, CA 95521-8299

APPLICATION DEADLINE: All application materials must be postmarked or received by Friday, September 22, 1995.

* * * * * * * * * *
Elizabeth Devine  
P.O. Box 9  
Arcata, California 95521  
707-442-4234

EDUCATION


Bachelor of Science: Special Major: Native American Cultural Studies, Humboldt State University, Arcata, California. 1990.

SKILLS

Teaching: Taught Native American History at the college level. Taught Junior and Senior High School students during special summer school sessions and during program workshops held throughout the school year.

Curriculum Development: Created and effectively administered curriculum for college students as well as students at the Junior and Senior High School levels.

Administrative: Interviewed, selected and supervised staff for a federal program and various private businesses. Supervised part-time college instructors and tutors. Created and implemented budgets and policies in businesses and non-profit organizations. Designed and wrote several business training manuals. Controlled budget and grant monies for federal educational programs.

Human Relations and Communication Skills: Skilled in communication through experience in student mentoring, academic counseling, workshop facilitation, management, recruiting for academic programs, and through experience as member of various boards and committees. Special training in group facilitation and conflict resolution.

RELATED PROFESSIONAL EXPERIENCE


Provide academic and career counseling to low income, first generation college bound students. Created curriculum for academic workshops and summer programs. Conducted summer school classes and workshops throughout the school year. Worked in 9 schools in Humboldt county, including Hoopa Valley High School and Hoopa Valley Elementary School. Wrote components of annual reports.

Taught Native American History at the college level. Created the class curriculum. Rewrote the course outline and advised on design of certificate program.

Director: 1994. Title III Cooperative Grant, Grays Harbor College, Aberdeen, WA

Directed federally funded higher education program on Grays Harbor campus and Quinault Nation Reservation. Controlled budget, hired faculty and consultants, hired and recruited faculty and staff personnel, wrote annual reports, revised grant, supervised curriculum development and certificate programs.

Coordinator: 1994. Title III Cooperative Grant, Grays Harbor College, Aberdeen, WA.

Coordinated college site on the Quinault Nation Reservation, produced professional development seminars focusing on multicultural issues in higher education, designed course offerings, supervised staff and part-time instructors, mentored students, developed curriculum, and a resource library.


Responsible for maintaining the program's library including ordering receiving and reviewing library materials. Authored the ITEPP library maintenance manual.


Responsible for reorganizing and systematizing the university library.

REFERENCES

Lois Risling, Director, Center for Indian Community Development, Brero House, Humboldt State University, Arcata, CA. 95521, (707) 826-3711

John Baller, Director, Quinault Nation Education Department, P.O. Box 189, Taholah, WA. 98587, (360) 276-8211.

Marcy Manning, Activities Coordinator, Educational Talent Search Program, Humboldt State University, Arcata, CA. 95521, (707) 826-5211.
THE UNIVERSITY WILL BE CLOSED MONDAY, MAY 29, 1995 IN OBSERVANCE OF THE MEMORIAL DAY HOLIDAY.

(PJOB #32) STUDENT SERVICES PROFESSIONAL II, 12 MO. (Curriculum Resource Development Coordinator) $1,349 - 1,412 - 1,478 - 1,547 - 1,621/MO. (Appointments are normally made at step one of the salary range.) Half-time (.5 time base), temporary, 12-month position in the Indian Teacher & Educational Personnel Program. Subsequent appointments dependent on successful evaluations, adequate resources, and program need.

The primary responsibilities of the American Indian Curriculum Resource Development Coordinator are to develop, critique, maintain, & keep current the ITEPP curricular resource collection and to provide research assistance to the users of the ITEPP curricular resource collection under the direct supervision of the ITEPP Director.

SPECIFIC RESPONSIBILITIES: The Curriculum Resource Development Coordinator will work closely with and keep the Director informed on all issues and events: outline plans, provide on-going reports, and summarize conclusions.

The Curriculum Resource Development Coordinator is responsible for the overall organization, on-going development, maintenance, and user services of the ITEPP curricular resource holdings. These duties include, but are not limited to:

- Critiquing and reviewing the curricular resource collection for currency, biases, stereotypes, and educational value;
- Cataloging and tracking of the collection;
- Developing and maintaining an efficient check-out system;
- Organizing collection based on educational need (i.e. frameworks, content areas, etc.);
- Providing research assistance to users of collection;
- Identification and acquisition of curricular resource materials (including print materials, videos, computer software, microfilm/fiche, etc.);
- Developing Native American/Alaskan Native speakers bureau;
- Assisting with and creating new American Indian Curricular resources;
- Other duties as assigned by the Director.
PROFESSIONAL QUALIFICATIONS:

REQUIRED:
- A Bachelor's degree;
- A teaching credential or Master's degree with curriculum development experience;
- Demonstrated successful experience in Indian education with American Indian communities and American Indian people;
- Evidence of cultural knowledge and experience with American Indian people;
- Demonstrated ability to understand American Indian perspectives;
- Evidence of excellent rapport with American Indian students;
- Demonstrated ability to work with professionals both individual and groups.

PREFERRED:
- Skill in collecting and organizing data for administrative reports;
- Ability to interpret written material;
- Ability and willingness to accept responsibility;
- Evidence of team building and consensus building skills;
- Adaptability, especially to changes in policies and procedures;
- Ability to plan, organize, coordinate, and expedite work where there are numerous diverse demands;
- Demonstrated knowledge of and proficiency in the use of IBM and Macintosh computers;
- Experience with multimedia, Internet, E-mail, and current computer software programs;
- Multimedia curriculum development experience.

APPLICATION PROCEDURE: Submit a letter of application that speaks to your experience and qualifications, together with a vita, official transcripts, and names of three references to:

ITEPP Curriculum Resource Development Coordinator
Search Committee,
c/o The Personnel Office
Humboldt State University
Student & Business Services Building, Suite 143
Arcata, CA 95521-8299

APPLICATION DEADLINE: All application materials must be postmarked or received by Monday, July 3, 1995.

************
JOB VACANCY ANNOUNCEMENT

Indian Professional Development Program Faculty/Supervisor

$35,868/YR (Appointments are normally made at step one of the salary range.) Full time, 12-month position in the Indian Professional Development Project through the Indian Teacher & Educational Personnel Program at Humboldt State University.

The primary responsibility of the IPDP Faculty/Supervisor is supervising the Professional Development Program Student Trainees in their fieldsite placements, and teaching project courses under the direct supervision of the ITEPP Director.

SPECIFIC RESPONSIBILITIES: The Faculty/Supervisor will work closely with and keep the Director informed on all matters, business and events: outline plans, provide on-going reports, and summarize conclusions.

The Faculty/Supervisor's responsibilities:

During the Academic Year:

- Teaching a seminar course each Fall and Spring semester where theoretical and practical methodologies, teaching techniques, and special curricula that are compatible with the educational needs of American Indian students are presented.

- Fieldsite supervision of IPDP students to include hands-on application of the methodologies, teaching techniques, and special curricula presented in the seminar course are monitored, and discussed with the students.

- Planning and implementing two inservice workshops that are designed to meet the training needs of tribal and other Indian education programs.

During Summer Institute:

- Responsible for planning, advertising, and teaching Summer Institute courses that are designed to meet the special educational and cultural needs of Indian students, and that enhance and enrich the curriculum and instructional skills of Indian educational personnel.

- Responsible for advertising and facilitating Symposia of American Indian Educators.

PROFESSIONAL QUALIFICATIONS

REQUIRED:

- A Bachelor's degree;

- A Valid teaching credential or a Master's degree in Education or related field;

- A minimum of 2 years of K-12 classroom teaching experience;

- Demonstrated knowledge of instructional methodologies and teaching practices that are successful with American Indian students;

- Demonstrated successful experience in Indian education with American Indian communities and American Indian people;
PROFESSIONAL QUALIFICATIONS

REQUIRED (cont'd):

- Evidence of cultural knowledge and experience with American Indian people;
- Demonstrated ability to understand American Indian perspectives;
- Active participation in American Indian communities and cultures;
- Evidence of excellent report with American Indian students;
- Demonstrated ability to work with professional both individual and groups;
- Demonstrated knowledge of academic advising techniques (i.e., admission requirements, financial aid processes, college requirements including general education, major and minor; ITEPP Student Club advising);
- Tact, discretion, and capacity for obtaining cooperation and confidence of students;
- Demonstrated experience of training students on IBM or Macintosh computers.

PREFERRED:

- Knowledge of credential requirements for teacher preparation and licensing;
- Skill in collecting and organizing data for administrative reports;
- Ability to interpret written material;
- Ability and willingness to accept responsibility;
- Knowledge of successful conflict resolution practices;
- Evidence of team building and consensus building skills;
- Adaptability, especially to changes in policies and procedures;
- Ability to plan, organize, coordinate, and expedite work where there are numerous diverse demands;
- Demonstrated knowledge of and proficiency in the use of IBM, Macintosh, and mainframe computer environments;
- Experience with multimedia, Internet, and current computer software programs;

APPLICATION PROCEDURE: Submit a letter of application that speaks to your experience and qualifications, together with a vita, transcripts (unofficial copies acceptable at this time), and names of three references to:

IPDP Faculty/Supervisor Search Committee
% Indian Teaching & Educational Personnel Program
Humboldt State University
Student & Business Services Building, Suite 143
Arcata, CA 95521