

HSU Academic Program Criteria

Academic Program in American Indian Education (a freestanding minor)

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

Humboldt State's vision as a comprehensive regional university focuses on "learning to make a difference" in both the human condition and the global physical environment. We have earned a reputation as a leader in social and environmental activism. Through our self-reflective WASC reaccreditation process, we have affirmed our commitment to "inclusive academic excellence" that goes beyond the compositional diversity of faculty, staff, and student body to "diversity as educational process"—a commitment based on our conviction that diverse campus communities provide richly varied, interactive pedagogies requiring direct, meaningful interaction with diverse peoples, perspectives, and world views. Inclusive academic excellence is critical to our graduates' abilities to make a difference in the human condition, within a global environment.

HSU's Strategic Plan (2004-2009) recognizes that the University was founded in 1913 as "Normal School" (i.e., a teacher's college) during the Progressive Era, which placed high value on education and social responsibility. It also underscores the importance of place: "What we do is greatly related to where we are. Located on the North Coast in the heart of redwood country, Humboldt State University is immersed in a wealth of natural environments: ocean, forests, rivers, mountains, farm and rangeland. ***Our region is unmatched in the number and size of vibrant indigenous Native American cultures.*** These resources create a unique environment for learning, which this plan seeks to strengthen." Thus HSU's stated Vision for "learning to make a difference" includes as one of eight primary commitments: "***We will be exemplary partners with our communities, including Tribal Nations.***"

Consistent with Humboldt's origins as a teacher's college and longstanding commitments to diversity, multicultural education, and social activism, Indian teacher preparation has been a high priority for nearly 40 years, since the Indian Teacher & Educational Personnel Program (ITEPP) started in 1969. Our geographic proximity to a dozen federally recognized Tribes and numerous reservation-serving public schools means that HSU is uniquely positioned to facilitate academic success among American Indians in higher education, as well as to provide leadership in P-16 (preschool through college) partnerships for the improvement of Indian educational attainment.

Humboldt State's American Indian Education (AIE) program grew out of ITEPP students' needs for a culturally appropriate undergraduate teacher preparation curriculum. Initially taught by ITEPP staff and required for all ITEPP students, AIE courses ultimately were recognized as integral to multicultural approaches in all HSU teacher preparation programs, as well as to the University's overall curricular commitment to "diversity and common ground." Since the late 1990s, AIE courses have provided a rich, locally appropriate opportunity for all students to meet HSU's 6-unit Diversity & Common Ground (DCG) requirement. For those pursuing careers in "Indian Country," AIE courses comprise a truly unique 15-unit academic minor, 9-unit depths of study for Liberal Studies Child Development and Liberal Studies Elementary Education majors, and a 9-unit special area of emphasis in the MA in Education. AIE courses are accepted in, and add breadth to, the NAS major. Through Extended Education's "Open University," AIE offers continuing education for practicing teachers, counselors, administrators, and human services providers. The Klamath-Trinity Joint Unified School District regards the cultural competencies afforded by the AIE minor (also offered as a professional development certificate) so essential that it provides a 1% salary incentive to certificated personnel who complete this curriculum.

Based on the results of a 2003 survey of ITEPP participants and graduates, as well as a Tribal Leaders Education Summit held at Humboldt State in March of 2007, the long-term vision for American Indian Education includes curricular expansions and regroupings to create additional minors/professional development certificates in Tribal Health & Human Services (THHS), Tribal Management & Organizational Development (TMOD), and Tribal Community & Economic Development (TCED). Three new THHS courses were developed and piloted in AY 2003-05; three Extended Education participants earned the 15-unit THHS Certificate and gained related employment before the program was discontinued due to budget cuts. A six-course, 18-unit Tribal Management Certificate program currently is under development in partnership with the Hoopa Career and Technical Education Program, funded by the U.S. Department of Education, Native American Career and Technical Education Program. The .4 AIE Program Director (now dual-hatted as Associate Director for Indian Economic & Community Development) will begin developing new elements of the Tribal Community & Economic Development curriculum in AY 2008-09 pursuant to objectives of a USDA Rural Development grant awarded August 29, 2008; those objectives include seminars on developing, conducting, and interpreting comprehensive community needs assessments and formulating comprehensive economic development strategies.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Minors enrolled AY Average in American Indian Education minors_enrolled_AIE report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Jr	1	1	0	1	1	1	1	0
Sr	4	6	5	3	7	2	3	3
Grad	1	1	0	2	1	0	1	0
	6	8	5	6	9	3	5	3

Minors Awarded by Year in American Indian Education minors_awarded_AIE report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
American Indian Education	5	8	5	3	1	3	5	1

NOTE: ITEPP records indicate 5 graduates posted AIE minors in 2007; 5 more graduates posted 4 minors and 1 certificate in 2008, bringing the total to 40 AIE minors completed.

2. FTES by Course Code

FTES taken in American Indian Education classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_AIE report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
AIE	Upper-div	Liberal Studies-Elementary Ed	2.7	3.3	1.8	2.4	1.3	2.1
		Environmental Science	4.6	3.6	3.4	2.2	.1	1.4
		Art	.4	.5	.2	.0	.0	.5
		Native American Studies	.7	1.9	1.6	.9	.8	.4
		Sociology	.2	.0	.0	.0	.3	.4
	Sub-total		12.3	15.9	13.8	9.6	5.4	7.5

FTES taken in American Indian Education classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_AIE report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
AIE	All Levels	Liberal Studies-Elementary Ed	2.7	3.3	1.8	2.4	1.3	2.1
		Environmental Science	4.6	3.6	3.4	2.2	.1	1.4
		Art	.4	.5	.2	.0	.0	.5
		Native American Studies	.7	1.9	1.6	.9	.8	.4
		Sociology	.2	.0	.0	.0	.3	.4
Total			12.3	15.9	13.8	9.6	5.4	7.5

3. Service to other HSU program/options

Other HSU program/option name	Courses required List course No. and units	Restricted elective courses List course No. and units (all 3-unit courses)
LS Child Development		330, 335, 340, 435
LS Elementary Education		330, 335, 340, 435

4. Comment on the internal demand **FOR EACH OPTION** of the Major.

American Indian Education is one of very few “freestanding minors” at Humboldt State, and both the historic AIE course enrollments and number of AIE minors completed reflect the relatively low budget priority assigned to freestanding minors throughout the past several years. In the first three years of the AIE minor, course enrollments grew from 7.2 FTES to 13.0 FTES. According to the **2002-03** AIE Program Review Self-Study:

- In 2002-03 AIE 330 – History of Indian Education and AIE 335 – Social & Cultural Considerations were most in demand by LSEE majors (14 and 7 students, respectively).
- In 2002-03 AIE 430 – Proposal & Grant Writing was most in demand by Environmental Science majors (46 total) and Social Science majors (6 total).
- In 2002-03 AIE courses had a total of 140 enrollments by students in 22 different majors, plus 26 enrollments through Extended Education.
- AIE course enrollments through Extended Education rose from 3 in 2000-01, to 17 in 2001-02, to 26 in 2002-03, confirming interest among community-based learners.
- In the four preceding years, 21 students completed the AIE minor.
- In the three preceding years, a total of 23 bachelor’s degrees, teaching credentials, and/or master’s degrees were awarded to 20 ITEPP students.
- The three-year completion and retention rate of ITEPP students was 92%.

Since 2000, 35 graduates have posted AIE minors and 5 more, AIE certificates. Thus it is obvious the AIE minor has been in demand by ITEPP and other students at HSU and in Tribal communities. In fact, course enrollments peaked at 16.7 FTES in 2004-05 (including AIE 430 sections cross-listed as CPS), despite dramatic reductions in faculty from 2.17 FTEF in AY 2002-03 to .73 FTEF in AY 2004-05. In AY 2007-08, only three courses (AIE 330, 335, and 430) were budgeted—yet all three achieved high enrollments—thus .4 FTE faculty generated 7.5 FTES at salaries totaling only \$20,410 and with \$4,067 (20%) returned to HSU in Extended Education fees.

B. External demand for “graduates” from the program

According to the California Department of Education, “California’s teacher workforce is the largest in the country with more than 300,000 teachers serving a student population of over 6,000,000. While progress has been made in reducing California’s teacher shortages, projections are that the demand for teachers will continue to grow, as 32 percent, or 97,000, of California’s ...teachers...retire within the next 10 years and enrollment in...teacher preparation programs declines.”¹ The same report warned: “California must also address the unequal distribution of the most well-prepared and experienced teachers in schools throughout the state... students measured as the lowest achieving are five times more likely to have underprepared teachers as they proceed through their school career” (CDE, 2006, p. 5).

Table 1 below demonstrates there is a pronounced shortage of American Indian teachers and administrators in California’s three northernmost counties based on Indian student enrollments.

Table 1. American Indians/Alaska Natives: Del Norte, Humboldt and Mendocino Counties

County	AI/AN Pop. per Census 2000	AI/AN Students Per CA Dept.Ed.	% AI/AN Teachers (CDE)	% AI/AN Admin. (CDE)
Del Norte	1,770 (6.4%)	827 (15.2%)	14 (4.6%)	0 (0.0%)
Humboldt	7,241 (6.0%)	2,439 (12.1%)	27 (2.3%)	3 (2.7%)
Mendocino	4,103 (4.9%)	1,225 (8.3%)	11 (1.2%)	2 (2.4%)

The pronounced shortage of Indian teachers is especially worrisome because Indian students are among the lowest achieving in the state. “Closing the Achievement Gap,” by Superintendent Jack O’Connell’s California P-16 Council, states: “The 2006 Academic Performance Index (API) of African American, American Indian, Hispanic/Latino, and Pacific Islander students is significantly lower than the API for white and Asian students at every level....Latino/Hispanic elementary students had an API 147 points *lower* than their white counterparts. At the middle school level, the API for African American students was 180 points *lower* than for white students. And at the high school level, American Indian and Pacific Islander students each had an API about 100 points *lower* than white students” (p. 2). ITEPP alumni, and public school and Tribal administrators, uniformly agree that the AIE minor is critical to the cultural competency and effectiveness of educators in California’s Tribal communities. Thus northern California public schools with significant American Indian student enrollments eagerly recruit student teachers through ITEPP and very often employ them immediately upon their completion of the teacher credentialing process.

¹ CDE, Developing Highly Qualified Teachers and Administrators Initiative (February 2006), retrieved October 5, 2008, from (www.cde.ca.gov/pd/bt).

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students. *NOTE: AIE was a component of ITEPP until Spring 2006, thus evidence of program quality is most visible in the achievements of ITEPP participants.*

From its inception in 1969, ITEPP focused on recruiting American Indians into teaching based on the key premises that (a) American Indians are most likely to teach American Indian students in public schools using culturally appropriate curricula and pedagogy, (b) culturally appropriate curricula and pedagogy are most likely to increase American Indian educational attainment levels, and (c) increased educational attainment levels are essential to Indian self-determination (at the tribal level), as well as self-efficacy (at the individual level). Both self-determination and self-efficacy encompass a core belief in one's own power to effect positive change in one's environment, whether educational, political, or social.

The current AIE Program Director was hired as ITEPP/AIE Director in the fall of 2001. The following spring 2002, she conducted an ITEPP Evaluation Survey to determine whether (1) ITEPP was achieving its mission: *to promote Indian Self-Determination by developing learning communities that validate Tribal cultural values, facilitate academic success, and foster a sense of self-efficacy among American Indian students, educators, and other professionals*; and (2) the mission adequately addressed critical factors in Indian academic persistence in higher education. The 58 survey respondents gave 33 different tribal identities; some were multi-tribal and 20 had origins outside of California. Half the respondents reported northern California tribal affiliations indigenous to Del Norte, Humboldt, and Mendocino Counties: twelve Yurok (or Yurok/Karuk), eight Hupa (or Hupa/Yurok), four Karuk, three Pomo, and two Nomlaki. Sixty percent of the respondents (35 of 58) were female, and 68% were 30 years of age or older (ages ranged from 18 to 67 years). The grouping of respondents into cohorts roughly representing decades of ITEPP participation revealed a fair representation across the 33-year program history: 14 respondents from 1969-1979, 20 from 1980-1990, and 21 from 1991-2001. This suggests a reasonably representative survey sample in terms of participants' age distribution and period of program participation, and a highly representative sample in terms of program gender ratio.

Length of Program Participation. Forty of 51 past ITEPP participants provided program entry and exit dates; overall, the average length of program participation was 4.1 years. The average length of program participation varied somewhat by cohort: 4.2 years for the 1969-1979 cohort, 4.5 years for the 1980-1990 cohort, and 3.0 years for the most recent cohort.

Educational Goal Attainment. The vast majority of respondents whose initial goal had been a bachelor’s degree (88%) or teaching credential (77%) had achieved their goals. The number who earned master’s degrees exceeded the number who initially set such a goal (nine attained versus eight initially targeted). More than half (25 of 48) who identified their highest degrees had earned bachelor’s degrees, and almost 40% (19) had earned master’s degrees. Moreover, 19 respondents stated they intended to pursue master’s degrees (12) and doctoral degrees (7).

Self-determination and Self-efficacy Indicators. The self-determination and self-efficacy elements of ITEPP’s mission were explored through queries about employment status, employer type, relatedness of employment to educational preparation, and civic involvement.

Table 2. Current Employment Status by ITEPP Cohort

	1970s Cohort <i>(n=14)</i>	1980s Cohort <i>(n=20)</i>	1990s Cohort <i>(n=21)</i>
Working Full-Time	86%	65%	62%
Working Part-Time	7%	20%	24%
Unemployed	7%	15%	10%
Keeping House	7%	20%	5%
In School	7%	5%	10%
Retired	7%	0%	0%

The data in Table 2 indicate the majority of respondents from each ITEPP cohort worked full-time when surveyed. As would be expected, more of the first cohort (86%) worked full-time; 65% of the second cohort and 62% of the third cohort also worked full-time.

Table 3. Employer Type by ITEPP Cohort

	1970s Cohort <i>(n=13)</i>	1980s Cohort <i>(n=17)</i>	1990s Cohort <i>(n=18)</i>
Public/Private School	54%	41%	39%
Tribal Government	15%	12%	22%
Federal Government	8%	0%	6%
State/Local Government	15%	6%	6%
Nonprofit Organization	0%	18%	17%
For-Profit Entity	8%	18%	0%

The data in Table 3 indicate ITEPP graduates have worked for a wide variety of employers, with about 65% working in education (public or private) or tribal government. Only a handful of 1970s and 1980s participants reported working in the private sector, and no one from the 1990s cohort worked in a for-profit entity.

Table 4 relates respondents' occupations to their educational backgrounds and degrees.

Table 4. Characteristics of Current Occupation by ITEPP Cohort

	1970s Cohort (n=13)	1980s Cohort (n=17)	1990s Cohort (n=17)
Current employment temporary	8%	24%	24%
Occupation related to educational background	92%	71%	77%
Occupation requires college degree	100%	47%	69%

The vast majority (71% to 92%) of past ITEPP participants reported occupations related to their educational preparation. This supports ITEPP's belief that the college experience has long-term career significance for graduates. While all members of the 1970s cohort indicated current occupations required a college degree, a smaller proportion of more recent graduates (47% of the 1980s cohort and 69% of the 1990s cohort) reported degrees were required in their occupations. This may be explained by the larger proportions of recent graduates employed by Tribal and other nonprofit organizations that hire based on combinations of education and work experience.

Professional and Civic Involvement. Table 5 indicates ITEPP's participants consistently have been involved in professional associations, as well as in voluntary service to communities.

Table 5. Professional and Civic Involvement by ITEPP Cohort

	1970s Cohort (n=14)	1980s Cohort (n=20)	1990s Cohort (n=21)
Belong to professional association	50%	45%	43%
Awards/honors for work	64%	35%	21% ¹
Volunteer in community	57%	70%	52%
Leadership position in community	50%	47% ²	20% ¹
Awards/honors for volunteer work	31% ³	17% ⁴	10% ⁵

¹Based on 19 respondents; ²Based on 17 respondents; ³Based on 13 respondents; ⁴Based on 18 respondents;

⁵Based on 20 respondents. As expected, earlier ITEPP cohorts showed greater levels of involvement than those most recently out of school. Nevertheless, almost half of ITEPP participants belong to at least one professional association, nearly two out of three from the 1970s cohort have received awards or honors for their professional work, and one in three from the 1970s cohort have received awards or honors for their volunteer work. Interestingly, the highest level of community volunteerism occurred within the 1980s cohort. There were no statistically significant differences by cohort.

While the foregoing 2002 Evaluation Survey results indicate *overall* high quality of the AIE Program/ITEPP, it also is important to recognize the high numbers of participants who assume leadership roles in their communities, including Tribal organizations; a limited sampling follows:

- Chairs, Federally Recognized Tribal Nations: (5)-Big Lagoon (1), Hoopa (3), Yurok (1)
- Director, Tribal Self-Governance: (2) Yurok
- Directors, Tribal Education Departments: (3)-Hoopa (2), Robinson Rancheria (1)
- Directors, Tribal Career & Technical Education Programs: (3)-Hoopa (2), Owens Valley (1)
- Directors, Tribal Social Services Departments: (4) Hoopa, Karuk, Wiyot, and Yurok
- Executive Director, Tribal Community Development Corporation, Happy Camp, CA
- Executive Director, Klamath River Intertribal Fish & Water Commission
- Director, Cultural Resources, United Indian Health Services, Inc., Arcata, CA
- Director, Quality Management, United Indian Health Services, Inc., Arcata, CA
- Directors, Native Cultures Fund, Humboldt Area Foundation (2)
- Director, Northern California Indian Basket Weavers Association
- Operations Manager, Northern California Indian Development Council, Inc., Eureka, CA
- Director, Office of Indian Education, State of California, Sacramento, CA
- Director, Kern Indian Education Center
- Director, Local Indians for Education (LIFE), Redding, CA
- Directors, School-based Indian Education Programs: Crescent City, Eureka, McKinleyville
- Associate Directors, Center for Indian Community Development, HSU (2)
- Directors, Indian Teacher & Educational Personnel Program, HSU (4)
- Director, Tutorial Center, HSU
- Director, Upward Bound Program, CSU Pomona
- Distinguished Alumni of Humboldt State University (2) and the CSU System (1)
- California Indian Teacher of the Year
- Coordinator, Klamath-Trinity Instructional Site, College of the Redwoods, Hoopa, CA
- Public School Superintendents: (2) Burnt Ranch, Klamath-Trinity Joint Unified School District
- Public School Principals/Vice Principals: (4)-Hoopa Valley Elementary School (2), Hoopa Valley High School, Round Valley Elementary School (1)

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement.

Following her employment as ITEPP/AIE Director in Fall 2001, Suzanne M. Burcell, MBA, enrolled in the MA in Education program, completing that degree in 2004. Throughout the first three years as ITEPP Director, she worked closely with Instructional Technologist Joan Van Duzer to convert face-to-face AIE courses to asynchronous online offerings—part of a strategy referred to as the *Optimum Access Initiative*—to increase course accessibility and enrollments. First to complete an MA Education emphasis in American Indian Higher Education, Burcell developed a new 3-unit course, AIE 345 – American Indians in Higher Education, and completed a thesis project entitled *Alternative Models for Improving American Indian Higher Education*, which included the 2002 ITEPP Evaluation Survey cited earlier. She was one of twelve HSU Scholars featured in the 2003-04 calendar and also received a \$1,000 Minority Scholar Award to participate in the Sloan-C Conference on Asynchronous Learning Networks in Orlando, Florida, in Fall 2004. More recently, she completed a four-week (40-hour) Successful Online Learning (Moodle) course offered by the Karuk Paths to Prosperity Project (Fall 2007); a half-day HSU faculty development workshop, “Why Do They Do That? – Recognizing and responding appropriately to all cultures in your classrooms” (February, 2008); and a 10-week UCLA online course, “Economic Development and Nation Building in Native America” (Winter 2008).

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of Tenure Track or FERP faculty members affiliated with the program. N/A
3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

While AIE has no tenure track or FERP faculty, the AIE Program Director has engaged in the following scholarship and creative activities and community service in the past three years:

Membership on Humboldt State University Committees

American Indian College Motivation Day Planning Committee; California Indian Conference Planning Committee (Chair, Abstract Review Subcommittee); Coalition for American Indians in Computing Advisory Committee; Diversity Conference Planning Committee; Diversity Plan Action Council (Co-Editor, 2006 Annual Report); President’s Native American Advisory Council (ex officio); President’s Native American Scholarship Committee; Co-Chair, WASC Theme II (Inclusive Academic Excellence) Action Team (Principal Author, 2007 Final Report);

WASC Steering Committee (Co-author, "Chapter 2: Making Excellence Inclusive, HSU Capacity and Preparatory Review Report, Fall 2007).

Grants Assisted & Awarded (AIE-related Only)

ANA Social & Economic Development Strategies Grant for *Karuk Paths to Prosperity Project* to increase access to higher education through community-based distance learning centers in Happy Camp, Orleans, and Yreka (\$900,000 awarded to Karuk Tribe in October 2006).

California Consumer Protection Foundation Grant to support entrepreneurial education and financial literacy training in Happy Camp (\$30,000 awarded to Karuk Tribe in Spring 2007).

Corporation for National and Community Service Grants to support the Hoopa Valley Tribe's AmeriCorps (\$600,000) and Tribal Civilian Conservation Corps (\$2.4 million) programs (total of \$3 million awarded to Hoopa Valley Tribe in August 2007)

NSF Broadening Participation in Computing Demonstration Project Grant for Recruitment and Retention of American Indians in Computer Science, Co-author/Co-PI with Dr. Guy-Alain Amoussou (\$610,917 awarded to HSU Sponsored Programs Foundation in January 2007).

U.S. Department of Education, Native American Career and Technical Education Program Grant to support the Hoopa Career and Technical Education Program (\$3 million awarded to the Hoopa Valley Tribe in October 2007).

Local and Regional Committees

Member, Humboldt/Del Norte P-16 Council (AY 2006-07-present)

Member, Redwood Coast Rural Action Council (Del Norte, Humboldt, Mendocino & Trinity)

Vice-Chair, Tribal College Planning Committee, Hoopa Tribal Education Association

Member, Tribal Leaders/Del Norte School District Task Force on Indian Education

Presentations/Training Programs

"Cultural Competency in Communications with Native Americans," sponsored by Two Feathers Inter-Tribal Consortium at Blue Lake Rancheria (August 2005)

"Tribal Economic Development," Two Guest Lectures in ECON 470 (September 2005)

"Grant Writing Basics," Guest Lecture in ART 347 (October 2005)

"ITEPP and American Indian Academic Persistence," Professional Development Seminar for Trinity County Schools Office of Education (November 2005)

"American Indian Academic Persistence," Guest Lecture in Education for Democracy Graduate Seminar (November 2005)

“Extending Distance Education at HSU” (Co-presenter), HSU Education Colloquium (2006)

“Feasibility Analysis and Financial Projections for Small Business Development,” a four-hour training segment in the 2006 Leadership Training for Entrepreneurship/Small Business/Economic Development Program of the California Indian Manpower Consortium, Inc., North Coast Inn, Arcata, CA (March 2006)

“Lending in Tribal Communities,” a 20-hour training program presented in five 4-hour sessions to the Hoopa Development Fund Loan Committee and Participating Tribal Council Members (April-May 2005)

“A California Tribal College” (Co-presenter with Hoopa Valley Tribe Education Director and HCATEP Director) at the 31st Annual California Conference on American Indian Education, Redding, CA (March 2008).

“Grant Writing Workshop,” taught under contract with the Yurok Tribe’s Education Department based on *Ten Easy Steps to Program Planning and Grant Writing* (Burcell, 2000). Nine Tribal employees participated; 1.5 units of credit were offered through HSU’s Extended Education Office (March 2008).

Publications

The Indian Business Owner’s Guides: To Developing a Marketing Plan, To Performing a Preliminary Feasibility Study, To Preparing a Business Plan, To Securing Financing, 2006; and *The Indian Social Entrepreneur’s Guides and The Tribal Enterprise Developer’s Guides* (adaptations of *The Indian Business Owner’s Guides*), 2006

Special Projects

External Evaluator, Hoopa-Yurok Vocational-Technical Education Program (2006, 2007, 2008)

Founding Donor, \$500 Ronda Marshall Memorial Scholarship Fund (2005, 2006, 2007, 2008)

4. Provide evidence for faculty mentoring of students.

Most AIE students are federally recognized American Indians who receive academic advising and mentoring through ITEPP staff, including the Director/Student Services Coordinator and the Curriculum Resource Center Coordinator. In addition, the ITEPP Club is open to all AIE students (and other interested students). The AIE Director mentors students online, during office hours (Mondays, 3-5 pm), and by appointment. She has served on three graduate students’ thesis committees, including two American Indian students (in the MA Psychology and MA Education programs, respectively) and a student in the MA Environment & Community program.

5. Other evidence of quality indicators related to faculty, including diversity of faculty.

In the past six years, all five AIE Lecturers have been American Indians from diverse Tribal nations, including the Gros Ventre Tribe (Montana), Hoopa Valley Tribe, Karuk Tribe, Navajo Tribe (New Mexico), and Yankton Sioux Tribe (South Dakota).

B. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes.

Currently three of five courses (AIE 330, 345, and 430) are taught online by the Program Director. All three require regular participation in online discussion forums; this “participation” is valued at 50% of the students’ grades. Two of these require a 10- to 12-page research paper in APA manual style, also graded based on a rubric provided by the instructor, and valued at 25% of the grades. The third (grant writing) course requires multiple iterations of grant proposal sections developed week by week. Students’ final draft grant proposals are graded on the bases of both content and composition according to scoring rubrics provided by the instructor.

An additional course (AIE 335) is taught as a one-week intensive; the instructor requires individual and group presentations in class, a research paper, and a comprehensive, written final. All AIE students may submit written assignments (except final exams) at least one week prior to deadlines in order to receive instructors’ suggestions for improvement prior to grading.

2. Assessment

Although freestanding minors are not involved in the ongoing assessment process at HSU, the AIE Program voluntarily adheres to high standards of academic rigor and routinely utilizes student feedback surveys and course evaluations, as well as peer faculty reviews, to ensure that teaching/learning objectives are met. As an “early adopter” of online course delivery methods at Humboldt State, the AIE Program Director also has had external evaluations of courses by CSU instructional technologists (commenting on course design, ease of navigation, and other features of the technology mediation). Based on feedback from students, faculty, and IT consultants, a number of modifications have been made in the online AIE courses; e.g., the volume of weekly assigned readings had been reduced from an average of 75 pages to 50 pages, online “lectures” (overviews) have been added to reinforce key concepts from the reading, and the number of discussion forum posts required weekly has been reduced from three to two.

3. Accreditation (if applicable) **N/A**

4. Relevance and innovation – **See Section IV.B.**

5. Interactions between graduate and undergraduate programs (if applicable)

AIE courses are accepted in HSU's Native American Studies (NAS) major (with faculty advisor approval). They also are widely recognized as beneficial preparation for HSU teacher credentialing programs; and three AIE courses (9 units) comprise a special area of emphasis in HSU's MA Education program. In addition, the AIE minor is recognized as good preparation for HSU's MA Psychology, PPS Credential, and MSW programs.

6. Program Uniqueness

Within the 23-campus CSU system, only Humboldt State offers an American Indian Education minor/certificate, a Tribal Health & Human Services certificate, and (beginning in Spring 2009), a Tribal Management certificate. In fact, we have been a national leader in American Indian Education, second only to the University of Arizona, which features an American Indian Education Center, publishes the *Journal of American Indian Education*, and offers a doctoral program in American Indian Studies. As recently as Fall 2008, the University of Wyoming initiated a distance-delivered graduate certificate program for teachers of American Indian children who were not initially prepared to teach American Indian children; that program consists of five 3-unit graduate courses. By pursuing the vision described in Section IV.B., Humboldt State University can maintain its position of leadership in American Indian Education.

7. Opportunities for undergraduate scholarship/creative activities/service

All ITEPP/AIE students are required to participate in at least four campus events, community gatherings, or other activities each semester—for a total of at least four semesters—in order to meet their program participation requirement. Such activities may include ITEPP Club business and fundraising activities, volunteering at Tribal gatherings and Indian education conferences, attending lectures by visiting scholars, and/or participation in Indigenous People's Week, American Indian College Motivation Day, the Week of Dialogue on Race, the Education Summit/Diversity Conference, the HSU "Big Time" event, Northern Humboldt Unified School District's "Living in Two Worlds" Conference, the Hoopa Valley Tribe's Sovereign Day Celebration, the Klamath-Trinity Unified School District's Fish Fair, the Northern California Indian Development Council's Inter-Tribal Elders' Gathering, Tribal Council meetings, and the California Indian Education Conference. Pre-approved activities are listed on ITEPP's website at <http://www.humboldt.edu/~hsuitepp/documents/ITEPPParticipationList.pdf>.

AIE students occasionally request a Special Topics course that facilitates their involvement in contemporary issues of concern. For example, AIE students conducted research for script development and participated in producing the 2005-06 presentations of “Salmon Is Everything,” a 90-minute eco-drama written and directed by Theatre Arts Instructor Theresa May. The goal of the play was to increase awareness and understanding of diverse perspectives on the 2003 Klamath River fish kill.

All students who complete AIE 430 – Proposal & Grant Writing are required to prepare a “final draft” grant proposal on behalf of an HSU program, a Tribe, or a non-profit organization; many of these proposals are submitted to funders and result in grant awards.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations. In addition to ITEPP staff /students, AIE Director affiliations include:

- Center for Educational Excellence, Collaboration & Inquiry, which hosts periodic colloquia; the AIE Director presented on American Indian academic persistence in higher education.
- Humboldt-Del Norte P-16 Council, which includes several Tribal Education Directors; HSU and College of the Redwoods presidents, faculty, and staff; county and district public school superintendents, principals, teachers, and counselors. The Council has been working to strengthen the college-going culture for American Indian students in the two-county region.
- Hoopa Career & Technical Education Program, Hoopa AmeriCorps & Tribal Civilian Community Corps, and Karuk Paths to Prosperity, all of which Tribally based programs represent a growing pipeline of American Indian students for Humboldt State University.

2. Facilities and resources

Through its *Optimum Access Initiative*, the American Indian Education minor/certificate program has been an early adopter of technology-based course delivery modalities that facilitate participation by community-based learners, thereby diversifying and enriching the learning environment for all AIE students. Since 2002, most AIE courses have been offered as either 15-week online courses, one-week intensives, or both.

- The availability of expert-level Instructional Technology Consultant Joan Van Duzer as a Blackboard/Moodle course designer has been a critical factor in the growth of the AIE program and the capacity of its two part-time faculty (Suzanne M. Burcell, MBA, MA Education; and Susan C. Cameron, Ph.D.) to develop and offer AIE courses online. (Neither had taught online prior to their association with Joan Van Duzer, whose exemplary support

of the AIE program was recognized in a Staff Merit Award a few years ago.) Van Duzer currently is assisting the development of new courses for the Tribal Management certificate.

- The availability of “smart classrooms” has been critical to the success of one-week AIE intensives offered prior to fall and spring semesters, and during the spring break and summer.
- Community-based AIE course participants have been well supported by Extended Education and HELP Desk staff, as well as HSU’s electronic Library resources.
- HSU Resource Librarian Joan Berman and ITEPP Curriculum Resource Coordinator Marlette Grant-Jackson have provided essential support to students completing APA manual style research papers (required in all most AIE courses).
- Joan Berman also developed a one-week learning module for the online AIE 430 – Proposal & Grant Writing course, to assist students in searching out public and private sources of grant funding for their community service projects. She presents the same learning module in a two-hour face-to-face segment of the one-week intensive AIE 430 course.

3. Unique local and regional environment

For thousands of years before non-indigenous contact, the Tribal peoples of our region made their homes in hundreds of villages along what is now called “northern California’s” coastline and major rivers, including the Eel, Mad, Klamath, Salmon, and Smith Rivers. Here the salmon, steelhead, elk, deer, ducks, geese, grouse, quail, tanoak acorns, and a variety of seasonal berries, mushrooms, and roots once provided sustenance in a lush natural environment. Throughout history local Tribal peoples have been well recognized as fishers, hunters, and gatherers; weavers of fine-twilled baskets; and makers of redwood dugout canoes, split redwood and cedar houses, and beautiful dance regalia. They continue to be singers, dancers, and traditional healers whose ceremonies celebrate the return of the salmon, “fix the earth” by restoring balance, and renew the world for harmonious living for all peoples.

In the 1850s the traditional village lifestyles, subsistence economies, and inter-tribal trade networks of these Tribal peoples ended suddenly and violently with the California gold rush. As miners moved into northern California to stake their claims—and as the US cavalry followed to ensure their safety—Tribal peoples were murdered, massacred, and enslaved. Whole villages were burned, and the life-giving river watersheds were damaged forever by hydraulic mining and mercury contamination. Many who survived the immediate impacts of the gold rush moved away in search of alternate means of survival. During the late 1800s and early 1900s, children of

those who remained in their aboriginal territories were forcibly removed from their families and sent to government boarding schools in Oregon, Nevada, southern California, and even more distant places, where they were expected to learn the language, mannerisms, religious beliefs, and vocational trades of the encroaching populations. Thus, beyond initial, blatant efforts at annihilation, it was the public school systems that became the instrument of cultural genocide. The wounds of this era remain unhealed—the multi-generational trauma and grief, unresolved.

For 140 years, the economy of northern California continued to be natural resource driven; gold and copper mining soon were followed by the timber industry, which peaked in the mid-1900s, declined in the 1970s and 1980s and ultimately was curtailed in the early 1990s. Today the coastline, mountains, and waterways of this region—for thousands of years a tranquil system of family villages and for another century dotted with “boomtowns” of miners and loggers—remain unhealed from the devastating effects of two major disruptions of social and economic systems. The earth has been ravaged by mining and clear cutting; the salmon spawning grounds, degraded by soil erosion and sedimentation; the deer, elk, and other wild game populations, decimated; and the surviving Tribal peoples, left to restore and renew the world for future generations. Throughout northern California, and despite Humboldt State University’s best efforts since the late 1960s, rural reservations and other Tribal communities continue to suffer the worst socioeconomic conditions of any population group: low educational attainment, extreme unemployment and poverty rates, and human despair frequently manifested in a myriad of health symptoms and dysfunctional behaviors. As a single indicator, in recent years the leading causes of death among 25- to 44-year-old American Indians in Humboldt County have been liver disease/cirrhosis and unintentional alcohol or drug overdoses (Humboldt County Department of Health & Human Services, Public Health Branch, on August 18, 2008).

ITEPP/AIE and other American Indian graduates of Humboldt State University face enormous challenges in their quest for “learning to make a difference” in the human condition and physical environment. Yet it is evident from the relatively high proportion of American Indian students enrolled here (2.3% of the student body, as compared to .9% in the CSU as a whole)—and even more evident from their historically high retention/graduation rates and career successes—that Humboldt State’s proximity to a dozen federally recognized Tribes, combined with its primary commitment to be an exemplary partner with Tribal nations *is* making a difference—one that is unparalleled in this state, and perhaps in the nation.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – **AIE Minor** Requirements

Student Units

Total required Program SCUs	15	Required Program SCUs in the primary Course Code	15
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Weighted Teaching Units (WTU's) per AIE Course

Total Required Program WTUs	3	Required Program WTUs in the primary Course Code	3
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2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward the **AIE minor**.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
18	N/A	N/A	N/A	N/A

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures that can be attributed to this academic program. Provide an explanation, as appropriate.

	Minor Program
Staff FTEF	0

B. Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
AIE Minor										
R09	4	2.50								
Total	4	2.50	0	0.00	0	0.00	0	0.00	0	0.00

4. Program Investments – Other annual costs.

Category	Estimated Cost
Equipment (including maintenance)	\$0
Instructional Supplies	\$515
Temporary Help (graders, lab assistants, GA's, etc.)	\$0

5. Program Investments – accreditation [if applicable] N/A

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations			
Extended Education	\$4,680	\$ 780	\$4,067
Student fees			
Instructionally Related Activities (IRA)			
Instructionally-related grants			\$3.M ²
Grants and contracts to Co-P.I.s		\$610,917 ³	
Other revenues			

The three-year, \$610,917 NSF grant facilitates recruitment of American Indian students into HSU's Computer Science/CIS majors or minors with support services from ITEPP; those who pursue careers in teaching will take AIE courses. The five-year, \$3 million grant to the Hoopa Career and Technical Education Program (HCATEP) includes \$16,500 per year (a total of \$82,500) for a partnership to expand the AIE minor to include a six-course, 18-unit Tribal Management Certificate. In addition, historically approximately one in four HCATEP graduates transfers to Humboldt State University; most of these become ITEPP/AIE students.

² US Department of Education, Hoopa Career and Technical Education Program, Hoopa Valley Tribe.

³ NSF Broadening Participation in Computing Demonstration Project, HSU Computer Sciences/CIS Department.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	AIE	5.69	14.26	19.03	14.44	16.52	18.75
FTEF	AIE	2.17	1.12	0.73	0.67	0.33	0.40

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

In AY 2002-03 a full-time professor was “on loan” to ITEPP/AIE and taught multiple sections of AIE 430 – Proposal & Grant Writing, an elective course; she retired at the end of that year.

In AY 2003-04 and AY 2004-05 PTT faculty was augmented to support the development and pilot offerings of three new courses for the Tribal Health & Human Services Certificate.

In AY 2005-06, PTT faculty offered three (3) AIE minor courses per semester, for a total of six courses that year.

In AY 2006-07, when the AIE minor was transferred out of ITEPP, a total of only three courses were offered.

In AY 2007-08, after Ms. Burcell’s appointment as AIE Program Director, three core courses were offered (AIE 330, 335, and two sections of 430), with unusually high student enrollments. Thus the SFR increased significantly over the previous two years.

2. Efficiency – Other views.

It is the AIE Program Director’s considered opinion that, unless it is realistically possible for transfer/upper-class students to complete the AIE minor in two years, working around scheduled GE and major requirements, it will be difficult to attract students into the minor; that is, students’ graduation dates could be delayed while waiting for courses needed to complete the AIE minor. Because the number and sequence of AIE courses has been so minimal in the past three years, ITEPP no longer *requires* (but still *recommends*) the AIE minor for students who are pursuing professional careers in the field of education. For the past two years, the AIE Program Director has accepted NAS 320 – Native American Mental Health as a substitute for AIE 435 –

Counseling Issues, although the substituted course is not specifically designed for educators, because there were insufficient PTT faculty budgets to offer all five required AIE courses.

D. Budget cut impacts

AIE Faculty Budgets for the past six years follow; these figures do not include the value of uncompensated teaching performed by the ITEPP Director prior to AY 2007/08:

<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>
\$106,679	\$23,826	\$10,599	\$11,694	\$10,426	\$20,410

E. Additional Data

Course Offerings Profile in American Indian Education (AY 00/01 - AY 07/08) class_offerings_AIE report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	4	6	6	7	5	5	3	3
Sections Enrolled	4	8	8	7	6	5	3	3
Average Section Enrollment	19	12	10	12	13	13	14	28
Distinct Courses Enrolled in American Indian Education by Level (AY 00/01 - AY 07/08) class_offerings_AIE report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Upper-div	4	6	6	7	5	5	3	3
Total	4	6	6	7	5	5	3	3
Sections Enrolled in American Indian Education by Level (AY 00/01 - AY 07/08) class_offerings_AIE report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Upper-div	4	8	8	7	6	5	3	3
Total	4	8	8	7	6	5	3	3
Avg Section Enrollment in American Indian Education by Level (AY 00/01 - AY 07/08) class_offerings_AIE report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Upper-div	19	12	10	12	13	13	14	28
Total	19	12	10	12	13	13	14	28

FTES in American Indian Education by Course Level (AY 00/01 - AY 07/08)								
class_offerings_AIE report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Upper-div	11.0	13.3	12.3	15.9	13.8	9.6	5.4	7.5
Total	11.0	13.3	12.3	15.9	13.8	9.6	5.4	7.5

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special Breakouts in American Indian Education (AY 00/01 - AY 07/08)									
class_offerings_AIE report generated: 27-JUN-08									
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08	
Sections with 1 student enrolled	1	2	1	0	1	0	1	1	
Lecture only sections	4	8	8	5	5	4	3	3	
Lab/Activity only sections									
Other modes and combinations	1	1	1	2	1	1	0	0	

NOTE: All sections with one student enrolled were Independent Study courses taught by the ITEPP/AIE Director on a voluntary basis.

V. Potential (Please complete this section for each option. Limit: 2 pages per option)

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define "capacity": The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)

	Graduates per year	FTES in the major option per year
Existing	3	7.5
Maximum capacity with existing resources	3-5	7.5

2. If your program is at maximum capacity, proceed to question 2. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

Due to HSU's severe budget constraints and the low budget priority for freestanding minors, the AIE Program Director and Hoopa Career and Technical Education Program collaborated in securing a five-year, \$3 million grant from the U.S. Department of Education, of which \$82,500 is budgeted for the development and pilot offerings of a new AIE minor/certificate in Tribal Management. The first course, AIE 380/580 – Special Topics: History & Culture of the Hoopa Valley, will be offered in Spring 2009 by Andy Andreoli, former Director of both ITEPP and the State of California Office of Indian Education.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion?

The 2003-04 AIE Program Review Self-Study identified opportunities to develop three new AIE minor options to support the increasingly diverse career choices of American Indian students, particularly those pursuing careers in Tribal governments: (1) Tribal Health & Human Services, (2) Tribal Management & Organizational Development and (3) Tribal Community & Economic Development. The new minor options could be offered concurrently through the Office of Extended Education as Professional Development Certificate Programs so that past graduates and working professionals could participate. In the same way that the American Indian Education and Tribal Health & Human Services options have two courses in common, the Tribal Management & Organizational Development and Tribal Community & Economic Development options also would share two new core courses, as well as an existing elective (Proposal & Grant Writing) from the American Indian Education minor. (See tables below.)

<u>American Indian Education Minor</u>	<u>Tribal Health & Human Services Minor</u>
<i>Required (take all four):</i>	<i>Required (take all four):</i>
Fall AIE 330 – History of Indian Education** AIE 335 – Social & Cultural Considerations*	THHS 330–Tribal Health & Human Svcs. Overview** THHS 335 – Social & Cultural Considerations*
Spr. AIE 340 – Educational Experiences** AIE 435 – Counseling Issues*	THHS 340 – Working w/Tribal Children & Families** THHS 435 – Counseling Issues*
<i>Electives (choose one):</i>	<i>Electives (choose one):</i>
Smr. AIE 380 – Child Abuse, Neglect & the Law*	THHS 380 – Child Abuse, Neglect & the Law*
Spr. AIE 380 – American Indians in Higher Education**	
Spr. AIE 430 – Proposal & Grant Writing***	THHS 430 – Proposal & Grant Writing***
<hr style="width: 20%; margin-left: 0;"/> <p>*1-week Intensive Course **On-line Course ***1-week Intensive & Online Course</p>	

Tribal Mgt. & Organizational Dev.

TMOD 330 – Tribal Management & Leadership Dev.
 TMOD 335 – Legal Environment of Tribal Org’s*
 TMOD 340 – Financial Mgt. & Contract Compliance**
 TMOD 430 – Proposal & Grant Writing
 TMOD 435 – Organizational & Human Resource Dev.

Tribal Community & Economic Dev.

TCED 330 – Local, Regional, & Global Economies***
 TCED 335 – Legal Environment of Tribal Org’s*
 TCED 340 – Financial Mgt. & Contract Compliance**
 TCED 430 – Proposal & Grant Writing
 TCED 435 – Small Business & Tribal Enterprise Dev.

* A collaboration with the Native American Studies Department

**A collaboration with the Business Administration Department (Fund Accounting)

***A collaboration with the Economics

The Hoopa Career and Technical Education Program will support the Tribal Management Certificate Program through AY 2011-12, after which Humboldt State University is expected to sustain the program. In the meantime, the AIE Program Director would like to develop and pilot three new courses in Tribal Community & Economic Development, which, in combination with two of the courses from the Tribal Management Certificate Program, could comprise yet a fourth AIE minor option. Once all four options have been developed, there will be a total of eighteen (18) 3-unit courses (a total of 54 units), which could be reconfigured as an American Indian Professional Studies major with options for specialization; e.g., education, health & human services, management & organizational development, community & economic development.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

The envisioned four AIE minor/certificate options—and ultimately the multi-option major—could be accomplished with the additional assignment of *one full-time* faculty member to the AIE Program. For example, if that person were as versatile as Susan C. Cameron, Ph.D. (who has taught five of eight core courses in the AIE and Tribal Health & Human Services options), both of those options could be assigned to a single faculty member, who also could assume the Program Director role. The current .4 FTE AIE Program Director then could continue to teach AIE 430 – Proposal & Grant Writing (which is included in all four minor options), while also overseeing the development of the Tribal Management certificate in partnership with the Hoopa Career and Technical Education Program, and developing and teaching courses in the Tribal Community & Economic Development minor option. *The importance of securing a regular, tenure track faculty position cannot be overstated*—while the AIE Program has survived on a minimal budget until now, its current Director expects to retire within the next five years, and it is unlikely the requisite qualifications could be captured by offering only a .4 FTE position.

C. Impact of augmented resources

Because the current AIE Program budget is so low, a 10% augmentation of resources would be insufficient to teach even a single existing course or to develop a single new course. At least a 20% augmentation would be required for an increase of one AIE course per year.

D. Impact of reduced resources

Again, because the current AIE Program budget is so low, either a 10% or 20% reduction of resources would mean the elimination of one course per year. In that case, the AIE Program could offer only one course per semester, and it would be impossible to complete the AIE minor (five upper-division courses) during a student's junior and senior year. Thus any further reduction will jeopardize student recruitment and, ultimately, the viability of the AIE Program.

E. Impact of program elimination

It is impossible to predict the impacts of AIE Program elimination because they would be so far-reaching. Beyond the loss of critically needed, culturally appropriate curricula for Humboldt State University students who cannot get it anywhere else in the CSU system—and the loss of culturally competent, effective teachers for American Indian students in public schools where they currently suffer a significant achievement gap as compared to their non-Indian peers—Humboldt State University would suffer an inestimable loss of credibility among California's Tribal nations, whose long-earned trust would be irreparably damaged.

The elimination of key staff positions in HSU's ancillary academic programs (e.g., Center for Indian Community Development, Indian Natural Resource, Science & Engineering Program, and Indian Teacher & Educational Personnel Program) over the past six years already has aroused suspicion that we no longer "walk the walk" but only "talk the talk" of our vision statement. These programs, as well as American Indian Education, already have suffered far greater budget cuts than most. Moreover, at each of the past two meetings of the President's Native American Advisory Council (the government-to-government interface between the University and northern California Tribal nations), the President and Provost acknowledged the severity of past cuts and assured Tribal representatives they would not continue in the future. What is at stake here is the integrity of this institution—program elimination would evoke a strong sense of betrayal within our Tribal communities and a loss of credibility among all who embrace HSU's vision statement.

Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

If anyone understands the difficulties of operating service-oriented organizations where the targeted community's needs far outstrip the resources available to meet them, Tribal nations do. Among Tribal people, lean times call for coming together as families and communities of people who share a common commitment to each other's well-being. The collaborative efforts of the AIE Program and the Hoopa Tribe's Career and Technical Education Program to address the pressing needs of Tribal nations for a comprehensive Tribal Management training program must be recognized as a rare opportunity for long-term partnership in the social and economic development of Tribes. Such collaborations not only will build the University's capacity to be responsive to the needs of American Indian students, but also will strengthen the Tribes' capacity to be self-determined and self-sufficient.

We find ourselves at a crossroads where, having spent the past 40 years developing the mutual trust and respect that is critical to future collaborations and shared responsibility for improving the education of American Indians, we simply must maintain our convictions about the importance of this work—not only as a mutually educative process, but also as a mutually healing process for American Indians and all others at Humboldt State University who believe in social and environmental justice.

APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.