

June 2014  
Admission  
pub.

# Iowa College Student Aid Commission

Postsecondary Registration Administrator  
603 East 12th Street, FL 5th  
Des Moines, IA 50319  
(515) 725-3470

Brigid - 402

## Postsecondary Registration Iowa Code Chapter 261B

878-3316.

This is the application form for all schools that are required to register under Iowa Code Chapter 261B.

All items must be completed before the registration application or the exemption will be considered received for processing. If there is insufficient space on the form to provide all requested information, use additional pages as required, numbering to correspond to the item. Other documents or materials may be attached to the form in lieu of providing the information on the form. In such cases, the material or document should be referenced on the form and *clearly marked* for ease of identification.

**Submit one paper copy and one electronic pdf copy of the application.**

The information you provide will be open to public inspection under Iowa Code Chapter 22.11

# Iowa College Student Aid Commission

Postsecondary Approval and Registration Administrator  
603 East 12th Street, FL 5th  
Des Moines, IA 50319  
(515) 725-3470

## Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

Submit a paper document and a complete duplicate in pdf format on a CD or other electronic media. Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

All items must be completed before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents.

(Registrations must be renewed every two years or upon any substantive change in program offerings, location, or accreditation.)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141:  
[(261B.4(2))] and [(261B.4(1))]

Name of School: Little Priest Tribal College  
Suite: \_\_\_\_\_  
Street: 601 E. College Drive  
City: Winnebago  
State: Nebraska  
Zip: 68071  
Country: USA  
Telephone Number (including country or area code): 402-878-2380

Type of school:

- For-profit  
 Non-profit  
 Public

Address of this school in all in other states, and in foreign countries:

Suite	Street	City	State	Zip	Country	Telephone

Address of all locations in Iowa where instruction is to be provided

Suite	Street	City	State	Zip	Country	Telephone
Suite 229	600 4th Street	Sioux City	IA	51101	USA	712-224-0113

Total tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))]

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Business	6,600	1,288	2,500		10,388
Computer Information Systems	6,900	1,297	2,500		10,697
Indigenous (Native American) Studies	6,600	1,288	2,500		10,388
Liberal Arts	6,600	1,288	2,500		10,388

Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))] If the refund policy is attached, please summarize the policy below.

Tuition refunds are given through week 6 with no refunds after week 6. +

Degrees granted by the school [(261B.4(5))] Business, Computer Information Systems, Indigenous Science, Indigenous Studies, Teacher Education, Early Childhood Education, Liberal Arts.

Offered in Iowa [(261B.4(11))]

Business, Computer Information Systems, Indigenous Studies and Liberal Arts.

Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]

Name: Johnny D. Jones, Ed. D., Ph. D.

Suite: \_\_\_\_\_

Street: 601 E. College Drive  
City: Winnebago  
State: Nebraska  
Zip: 68071  
Country: USA  
Telephone Number (including country or area code): 402-878-3308 [http://www.littlepriest.edu/images/ptc\\_catalog/LPTC\\_College\\_Catalog\\_13-14.pdf](http://www.littlepriest.edu/images/ptc_catalog/LPTC_College_Catalog_13-14.pdf)

Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))]. Code section 261B.9 is as follows:

**261B.9 DISCLOSURE TO STUDENTS.**

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.
5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.
6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

**Response:**

[http://www.littlepriest.edu/images/ptc\\_catalog/LPTC\\_Collega\\_Catalog\\_13-14.pdf](http://www.littlepriest.edu/images/ptc_catalog/LPTC_Collega_Catalog_13-14.pdf)

1. College Catalog, Course Description section, page 64-84
2. College Catalog, Course Description section, page 64-84
3. College Catalog, Financial Information section, page 13-14
4. College Catalog, Financial Information section, page 14
5. College Catalog, Academic Programs section, page 46-62
6. College Catalog, page 2

Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]. If the school is applying for distance education and has registered with the Iowa Secretary of State as a for-profit or non-profit corporation transacting business in Iowa, please list the corporation's Iowa registered agent.

Name: Marisa Cummings  
Suite: Suite 229  
Street: 600 4th Street  
City: Sioux City  
State: IA  
Zip: 51101  
Country: USA

Telephone Number (including country or area code): 712-224-0113

Name, address, and title of the other officers and members of the legal governing body of the school:  
[(261B.4(6))]

Officer Number 1

Name: See Attachment A  
Suite: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Telephone No. (including country or area code): \_\_\_\_\_

For officers 2 or more, add pages as needed:

Owner Number 2

Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]

Name: \_\_\_\_\_  
Suite: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Telephone Number (including country or area code): \_\_\_\_\_

For owners 2 or more, add pages as needed

Name all agencies accrediting the institution. For each agency, include name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education. [(261B.4(9))] Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.

Accrediting agency 1

Name: Higher Learning Commission (HLC) (See attachments B through D)  
Suite: Suite 2400  
Street: 30 N. LaSalle Street  
City: Chicago  
State: Illinois  
Zip: 60602-2504  
Country: USA  
Telephone Number (including country or area code): 312-263-0456  
Contact Person: Karen Solomon

*John Heusman*

Is this agency recognized by the U. S. Department of Education?  Yes [ ] No

Accrediting Agency 2

Name: N/A  
Suite: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Telephone Number (including country or area code): \_\_\_\_\_  
Contact Person: \_\_\_\_\_

Is this agency recognized by the U. S. Department of Education?  Yes  No

Accrediting Agency 3

Name: N/A  
Suite: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Telephone No. (including country or area code): \_\_\_\_\_  
Contact Person: \_\_\_\_\_

Is this agency recognized by the U. S. Department of Education?  Yes  No

Accrediting Agency 4

Describe the procedures followed by the school for permanent preservation of student records. [(261B.4(12))]

From the Sioux City classroom all student information will be accessed via Jenzabar or MYLITTLEPRIEST over the internet but on a secure VPN connection to LPTC main campus. Our servers here at LPTC get backed up every night.  
We have been looking into a "cloud based" off-site backup for our main campus and will be making a final decision on that in the future.  
Student records are maintained in the office of the Registrar. Student files are located in locked fire proof cabinets. The student information is also in digital format in our Jenzabar system. The registrar's office is locked when staff is not present.  
\_\_\_\_\_  
\_\_\_\_\_

Provide the contact information to be used by students and graduates who seek to obtain transcript information.

Name: Janet Nielsen  
Suite: \_\_\_\_\_  
Street: 801 E. College Dr.  
City: Winnebago  
State: Nebraska  
Zip: 68071  
Country: USA  
Telephone Number. (including country or area code): 402-878-3351

List the states and approval or registration agencies for all states in which the school operates or maintains a presence.

State	Agency Name	Address	Contact Person	Telephone Number
Nebraska	See Attachment E			

Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]

The methodologies to be used are classroom instruction. We are considering using distance learning and blended classes in the future.

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Provide the name of every other State of Iowa agency required to approve the applicant school in Iowa, the school's contact person at the agency and the current status of that approval. Attach documentation in the form of a letter or certificate for each agency.

Agency Name	Contact Person	Telephone Number	Approval Status
N/A			

Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?

Yes  No

If yes, explain below.

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Provide the name and contact information for a U. S. Department of Education official who can verify the LST statement.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you:

Enroll students in Iowa?  Yes  No

Employ Iowa faculty?  Yes  No

Do you intend to:

Enroll students in Iowa?  Yes  No

Employ Iowa faculty?  Yes  No

Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

The college plans to use the existing full-time faculty who reside in Iowa to instruct classes at the Iowa site.

We are working on plans that may involve adjunct faculty who reside in Iowa as we expand our course offerings.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name, address, telephone number and resume of employees in Iowa. Please identify which employees are full time.

Name: (See also attachments F through N for all faculty CVs) \_\_\_\_\_ Title: \_\_\_\_\_  
Suite: Suite 229  
Street: 600 4th Street  
City: Sioux City  
State: Iowa  
Zip: 51101  
Country: USA  
Telephone Number (including country or area code): 712-224-0113

\* Resumes may be provided as attachments

Will your school comply with Iowa Code section 261B.7, which requires the school to disclose that it is registered by the Commission, including Commission contact information?  
(See the Iowa Code for details)

Yes  No

Will your school comply with the requirements of Iowa Code section 261.9(1)"e" to "h"?

(See the Iowa Code for details.)  Yes  No

Please provide policies that comply with these requirements as attachments. See attachment O

Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities?

Yes  No

Attached a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

Attachment P is the most current audit.

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Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.

Attachment Q is the library access to learning resources.

Student Support Services, counseling, tutoring, etc. counseling will be offered on a case by case basis.

Tutoring is available to all students and we will offer tutoring services to students at the Sioux City location.

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Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

The Howera (Curriculum and Instruction) committee reviews all proposals for courses and programs. The faculty member wishing to initiate a new course or program must present the proposal at a regular meeting, at which time the committee votes to approve or disapprove or table the proposal for more information.

Attachment s R and S are the instructions to use for new course or program proposals.

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If applicable, please provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.

Attachment T and U are the lease and floor plan for the facility in Sioux City, IA.

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Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

Statement may be in an attached document.

Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

See information previously provided. Attachment V is a letter from the President.

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Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

The Grievance Policy is stated in the College Catalog page 33. <http://www.littlepriest.edu/faculty-staff/ptc-catalog.html>

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If applicable, provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.

Attachment W is the Certificate of Authority.

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Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.

*N/A because we do not offer loans at Little Priest Tribal College.*

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Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization,

*N/A students do not incur loan debt at attend LPTC.*

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Provide the U. S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U. S. Department of Education National Center for Education Statistics.

The graduation rate at LPTC is 5%.

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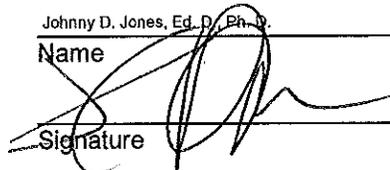
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**SIGNATURE**

**Applicant School Chief Executive Officer**

Johnny D. Jones, Ed. D., Ph. D.	President
Name	Title
	9/13/2013
Signature	Date

**If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action.**

A registration fee of \$2,000 is due and payable to the State of Iowa upon registration approval.

Attachment A

**Board of Trustees contact information**

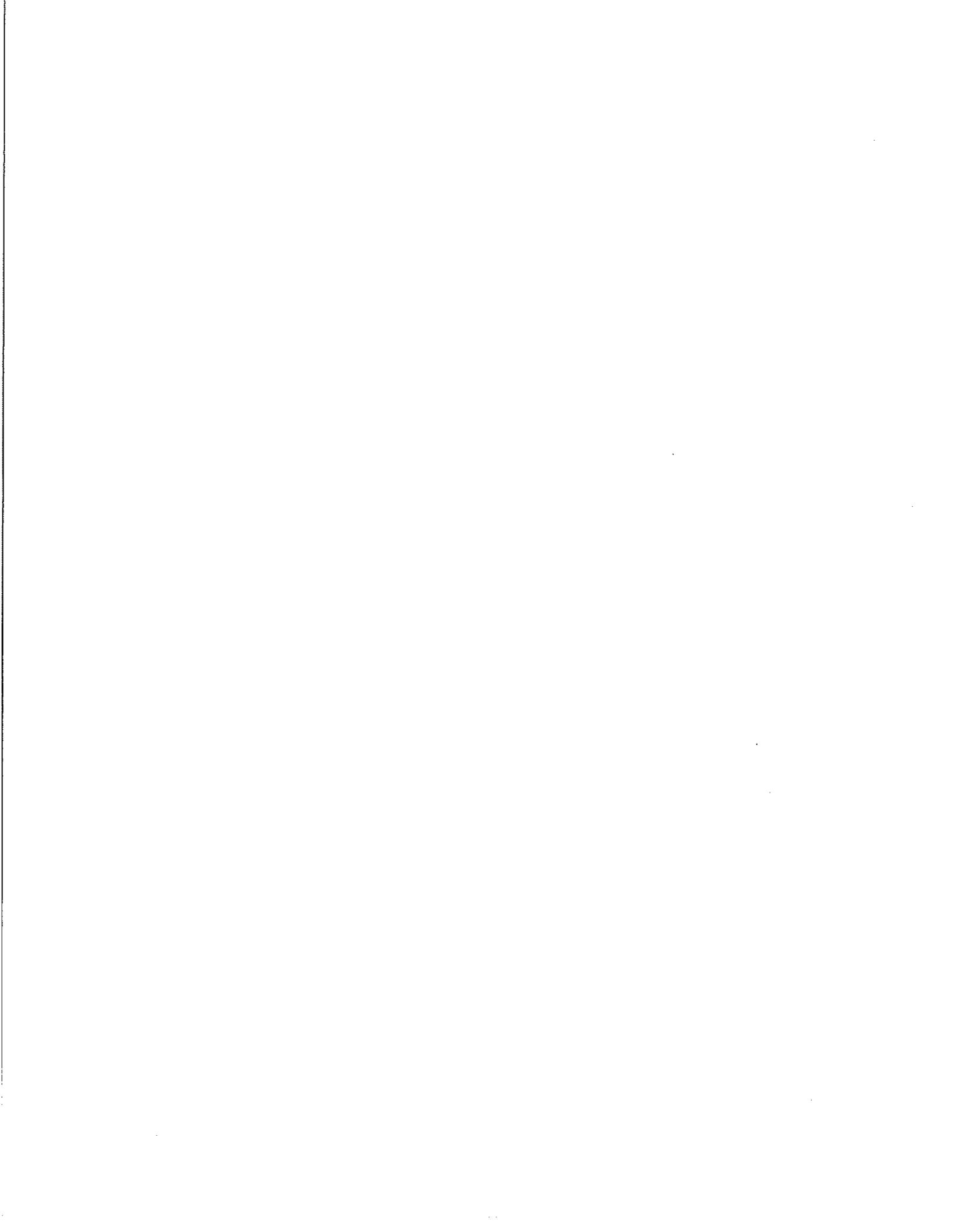
Norma Stealer  
P.O. Box 669  
Winnebago, NE 68071  
(402) 878-2241  
[Njstealer@hotmail.com](mailto:Njstealer@hotmail.com)

Maunka Morgan  
7070 E, Broadway  
Mt. Pleasant, MI 48858  
989-948-9897  
[mmorgan@sagchip.org](mailto:mmorgan@sagchip.org)

Sharon Frenchman  
P.O. Box 594  
Winnebago, NE 68071  
(712) 898-2410  
[sfrenchman@hochunkinc.com](mailto:sfrenchman@hochunkinc.com)

Ann Marie Downes  
4722 E. Ashurst Dr.  
Phoenix, AZ 85048  
(949) 500-4093  
[downes8687@msn.com](mailto:downes8687@msn.com)

Caroline Frenchman  
P.O. Box 457  
Winnebago, NE 68071  
(402) 878-4135  
[carolinecf3@hotmail.com](mailto:carolinecf3@hotmail.com)





## Substantive Change Application, Part 1: General Questions

### Branch Campuses and Additional Locations

Institution: Little Priest Tribal College \_\_\_\_\_ City, State: Winnebago, NE \_\_\_\_\_

Name of person completing this application: Brigid K. Quinn Date Submitted: 07/24/2013

Title: Academic Dean Phone: 402.878.3316 Email: [bquinn@littlepriest.edu](mailto:bquinn@littlepriest.edu)

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions.

The total submission should be no more than 10-12 pages on a single classification of change. The submission should be no more than 20 pages total on an application addressing multiple change requests.

Submit the completed application as a single electronic document (in Adobe PDF format) on the following webpage: [http://www.ncahlc.org/document\\_upload/](http://www.ncahlc.org/document_upload/).

**Requested Change(s).** *Concisely describe the change for which the institution seeks approval.*

Please Note: If submitting a change request for a new program *and* distance offerings or a new program *and* location, the institution should submit the New Program Application. Otherwise an institution submitting more than one change request should complete multiple applications, one for each type of change.

Two new locations for courses will be available for our students this next year. HoChunk Village, 503 Chief Little Priest Dr. Winnebago, NE will be available for use August 2013 and the HoChunk Centre, 600 4<sup>th</sup> St. Suite 229, Sioux City IA we hope will be available January 2014. Neither of these locations will offer more than 50% of any program offering from LPTC. They will simply provide alternative locations for some courses that are also offered on the main campus in Winnebago.

#### Classification of Change Request. Check all boxes that apply to the change.

*Note: not every institutional change requires prior review and approval. Review the "Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.*

<p><b>Change in mission or student body:</b></p> <p><input type="checkbox"/> change in mission</p> <p><input type="checkbox"/> change in student body</p>	<p><b>New academic program(s) requiring HLC approval:</b></p> <p><input type="checkbox"/> certificate                      <input type="checkbox"/> bachelor's</p> <p><input type="checkbox"/> diploma                              <input type="checkbox"/> master's/specialist</p> <p><input type="checkbox"/> associate's                          <input type="checkbox"/> doctorate</p>
<p><b>New additional locations:</b></p> <p>X <input checked="" type="checkbox"/> in home state</p> <p>X <input checked="" type="checkbox"/> in other state(s) or in other country(ies)</p> <p><b>New branch campus:</b></p> <p><input type="checkbox"/> new or additional campus(es)</p>	<p><b>Distance Delivery:</b></p> <p><input type="checkbox"/> Initiation of distance education</p> <p><input type="checkbox"/> Expansion of distance education</p> <p><input type="checkbox"/> Initiation of correspondence education</p> <p><input type="checkbox"/> Expansion of correspondence education</p>

Substantive Change Application: Branch Campuses and Additional Locations

<p><b>Consortial or contractual arrangement:</b></p> <p><input type="checkbox"/> Consortial arrangement</p> <p><input type="checkbox"/> Contractual arrangement</p> <p><input type="checkbox"/> The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)</p>	<p><b>Other:</b></p> <p><input type="checkbox"/> Substantially changing the clock or credit hours required for a program</p>
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**Institutional Context for Substantive Change Review.** *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

**Special conditions.** *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?	YES  NO	
Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?	YES  NO	
Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?	YES  NO	
Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?	YES  NO	
Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?	YES  NO	

**Approvals.** *Check the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request. Applications must include state approval(s) or documentation to show that state approval is not required.*

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Substantive Change Application: Branch Campuses and Additional Locations

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- Internal (faculty, board) approvals
  - System approvals (for an institution that is part of a system)
  - For Distance Delivery only: process in place to ascertain and secure state approval(s) as required
  - Foreign country(ies) approvals (for an overseas program or site)
  - No approval required
- 

**Specialized Accreditation**

Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
  - The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
  - The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.
- 

**Changes Requiring Visits**

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

- Request to schedule a Change Visit.  
If a Change Visit has already been planned in consultation with Commission staff, specify the date set for the visit: \_\_\_\_\_
- Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled: \_\_\_\_\_

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

1. The institution files Part 1 of this change form at least 4 months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
  2. The institution files Part 2 of this change form at least 2 months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit.
- 

*Please note: The Commission plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.ncahlc.org/change> to ensure that there have been no changes in the application form in the intervening time.*

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## Substantive Change Application, Part 2: Topic-Specific Questions

### Branch Campuses and Additional Locations

#### Submitting Your Substantive Change Request

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Attach the "Substantive Change Application—General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. It will be provided to future HLC review processes.

As many as three new additional locations, or one branch campus, may be requested in a single proposal.

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Name of Institution:

Type of request: ( ) additional location(s) ( ) branch campus

*\*Note: The change must be reported the same to the Commission and the U.S. Department of Education as either an additional location(s) or branch campus.*

**Campus or Branch Campus Definition:** (Same as the federal definition)

The term branch campus is "a location of an institution that is geographically apart and independent of the main campus of the institution. The Commission considers a location of an institution to be independent of the main campus if the location:

- Is permanent in nature;
- Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
- Has its own faculty and administrative or supervisory organization; and
- Has its own budgetary and hiring authority.

A branch campus must have all four of these attributes.

**Additional Location Definition:** a place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program;
- Complete a full degree program;
- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.
- Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.
- There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition. An additional location may have five students or 500 students; it might be five miles or 500 miles from the main or other campus.
- An additional location typically does not have a full range of administrative and student services staffed by the facilities personnel; such services may be provided from the main campus or another campus.
- A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video, or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility.

#### Part 1. Characteristics of the Change Requested

1. Provide the name and street address of each location requested. (No PO Box addresses.)
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**Substantive Change Application: Branch Campuses and Additional Locations**

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2. Identify whether the location will be a branch campus (where degree programs are offered with full support services) or an additional location (where 50% or more of a degree program, diploma program, or certificate program is offered without full support services).
3. In addition, provide for each location the following information:
  - a. The date (MM/DD/YYYY) at which the location is projected to begin operation.
  - b. Whether the location offers Title IV eligible programs.
  - c. The *Classification of Instructional Programs* terminology [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.
  - d. Whether the location will be permanent or temporary (for a set number of cohorts).
  - e. The primary target audience for the location (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group) to the extent, if any, that it differs from simple geographic considerations.
  - f. Identify the level of degree completion at the new additional location. (Total Degree, Adult Degree completion, or 50 - 99% completion)
4. If you are planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

Type of involvement	Name(s) of external organization(s)	% of Involvement
A. Recruitment and admission of students		
B. Course placement and advising of students		
C. Design and oversight of curriculum		
D. Direct instruction and oversight		
E. Other support for delivery of instruction		

5. If you are planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

**Part 2. Institution's History with Branch Campuses and Additional Locations**

6. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

7. If the Higher Learning Commission approves you to open the additional location or branch campus, what future growth do you anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations or branch campuses?
8. How do you plan to manage this growth?

### **Part 3. Institutional Planning for Branch Campuses and Additional Locations**

9. What impact might the proposed branch campuses or additional locations have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?
10. For each proposed location, provide a description of physical facilities and equipment to support the programs that will be offered at each requested location.
11. What is the evidence that the facilities at the location will meet the needs of the students and the curriculum?
12. How do you determine the need for an additional location or campus?
13. How do you plan for changes and future expansion of additional locations? Who is involved? How are possible new locations examined and evaluated?
14. How do you assure that promotion, marketing, and enrollment for your branch campus or additional location stay in balance with your actual resources and technical capabilities?
15. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?
16. **For additional locations only:** How do you ensure that financial planning and budgeting for your additional location are realistic? What are your projected revenues and expenses? What are your projected enrollment and staffing needs?
17. **For branch campuses only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:
  - a. Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.
  - b. Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

### **Part 4. Curriculum and Instructional Design**

18. How will the institution effectively oversee instruction at the location or branch campus?
19. What impact (if any) will the new location have on instructional capacity at existing approved locations?
20. Do any of the proposed locations involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

### **Part 5. Institutional Staffing and Faculty Support**

21. How do you plan to staff the additional location or branch campus, including faculty qualifications and full-time vs. part-time faculty? How does this differ from your processes for staffing at the main campus?
22. What is your process for selecting, training, and orienting faculty for the additional location or branch campus? What special professional development, support, or released time do you provide for these faculty?

### **Part 6. Student Support**

23. What is the evidence that the institution will effectively deliver, support, and manage necessary academic and student services at the location?
24. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

### **Part 7. Evaluation and Assessment**

25. How will you measure, document, and analyze student academic performance sufficiently to maintain academic quality at the location? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.
26. How are the measures and techniques you use for the location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?
27. How do you assess the learning of the students you educate at your location to ensure that they achieve the levels of performance that you expect and that your stakeholders require? What types of comparisons will be made with the main campus and other locations?
28. How do you encourage and ensure continuous improvement at the location?





## Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval Effective July 1, 2010

### Introduction

This document provides an overview of Higher Learning Commission policies on institutional change current as of July 1, 2010. **Part 1** presents current Commission policy in chart form. It identifies the categories of institutional change, defines specific types of changes for each category, and specifies Commission requirements of institutions related to these changes. **Part 2** provides an overview of the process and timeline for seeking approval of a proposed change. The policies and procedures described in this document have implications for the institution's financial aid office and its academic affairs office, so it is important that these offices communicate with each other on these matters.

### Part 1: Changes Requiring Commission Notification or Approval

An institution has the obligation to report institutional changes to the Commission as identified below and to seek and receive Commission approval where appropriate prior to implementing specific changes. The institution shall use the Commission's change reporting protocol for this purpose.

- Changes identified as requiring **prior Commission approval** prior to implementation shall be included in the institution's accreditation only after the Commission has reviewed the change through a process identified in this policy and formally acted to approve the change.
- Changes identified as requiring **Commission notification** are included in the institution's accreditation provided that the institution provides timely notification to the Commission through the Annual Institutional Data Update and other data reporting instruments established by the Commission according to a schedule established by the Commission.
- Institutions that have access to the **Notification Program for Additional Locations** must notify the Commission and receive acknowledgment prior to initiating the Additional Location. Such access does not cover the addition of campuses.

Category	Changes within the Institution	Requirement
<b>Mission</b>	Changes in actual or apparent mission of the institution or its educational objectives	Prior Commission Approval
<b>Student Body</b>	Significant changes in the character or nature of the student body of the institution, particularly, but not limited to,	Prior Commission Approval

Overview of Institutional Changes Requiring Commission Notification or Approval

	those changes involved in seeking international students for the first time or acquiring students being taught-out of programs provided by a closing institution	
<b>Academic Program</b> (See Note 1 below)	Initiation of new academic program(s) or major(s) other than those listed below, or cancellation or suspension of academic programs	Commission Notification
	The addition of academic program(s) at a degree or credential level not previously included in the institution's accreditation by the Commission	Prior Commission Approval
	The addition of academic program(s), including Title IV-eligible Certificate programs not related to existing degree programs, that represent a <i>significant departure</i> from programs previously included in the institution's accreditation	
	The addition of academic programs that require allocation of substantial financial investment or resources, or any programs acquired from another institution	
	Offering courses at a higher degree level or outside the range of institutional programs currently approved by the Commission	
	The addition of academic programs outside stipulations imposed by a previous Commission action	
	A change from clock to credit hours in one or more institutional programs or a substantial increase or decrease in the number of clock or credit hours awarded for successful completion of an academic program	
<b>Distance or Correspondence Education</b> (See Note 2 below)	Offering a new distance or correspondence education program wherein 50% or more of the courses or credits in the academic program are provided through the alternate delivery	Commission Notification
	The initiation or expansion, as defined by the Commission, of distance or correspondence or other education wherein 50% or more of the courses or credits in one or more academic programs are provided through the alternate delivery	Prior Commission Approval
<b>Additional Locations</b> (See Note 3 below)	The establishment of a campus or an additional location	Prior Commission Approval <i>unless the institution has been approved for access to the Notification Program for Additional</i>

		<i>Locations (such access does not cover the addition of campuses)</i>
	The acquisition of a campus or an additional location from another institution, including one established or acquired in order to provide for teach-out of the students from another institution	Prior Commission Approval <i>unless the institution has been approved for access to the Notification Program for Additional Locations (such access does not cover the addition of campuses)</i>
	Closure or suspension for more than one semester of any of the following: 1) a course location outside the state of the institution's main campus at which an institution offers five or more courses per year, 2) an additional location, or 3) a campus	Commission Notification
	The establishment of a course location at either an international location or at a location outside the institution's home state at which the institution offers five or more courses per year	Commission Notification
<b>Contractual Arrangements</b>	<i>The initiation of a contractual or other arrangement wherein an institution outsources some portion of one or more of its educational programs to any of the following parties: an unaccredited institution; an institution that is not accredited by an accreditor recognized by the U.S. Department of Education; or a corporation or other entity:</i>	
	less than 25% of any educational program outsourced to the other party	Commission Notification
	25%-50% of any educational program outsourced to the other party	Prior Commission Approval
	more than 50% of any educational program outsourced to the other party. [Note that 34 CFR 668.5(3)(ii)(A) provides that educational programs provided through contractual arrangements between an accredited institution and an ineligible entity wherein more than 50% of the educational program is being provided by the ineligible entity will not receive Title IV assistance even if approved by the accreditor]	will receive intense scrutiny and will not be approved by the Commission except in exceptional circumstances

<b>Consortial Arrangements</b>	<i>The initiation of a consortial or other arrangement wherein a consortium of institution(s) accredited by an accreditor recognized by the U.S. Department of Education provides a significant portion of the academic program:</i>	
	25-50% of one or more of the institution's educational programs provided by the consortium or other accredited institution	Commission Notification
	more than 50% of one or more of the institution's educational programs provided by the consortium or other accredited institution	Prior Commission Approval
<b>Change of Control, Structure, or Organization</b>	<p>An institution shall receive Commission approval prior to undergoing a transaction that affects, or may affect, how corporate control<sup>1</sup>, structure or governance occurs at the accredited or candidate institution (hereinafter the "affiliated institution").</p> <p>Approval of the transaction resulting in the CHANGE OF CONTROL, STRUCTURE, OR ORGANIZATION shall be necessary prior to its consummation to effectuate the continued accreditation of the institution subsequent to the closing of the proposed transaction.</p> <p>The transactions that require prior Commission approval<sup>2</sup> include, but are not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Sale or transfer to, or acquisition by, a new owner of all, or a substantial portion, of the institution's assets, or the assets of a branch campus or site (not including any transfer that constitutes only the granting of a security interest);</li> <li>2. Merger or consolidation of an institution with one or more institutions or entities. This includes the consolidation of an institution not accredited or in candidate status with the Commission into the structure of an institution holding status with the Commission;</li> <li>3. The division of the affiliated institution into one or more institutions or entities;</li> <li>4. Stock transaction(s) including Initial Public Offerings of stock as well as those transactions wherein an individual, entity or group<sup>3</sup> acquires and controls 25%</li> </ol>	Prior Commission Approval

<sup>1</sup> Control shall be understood to mean the possession, direct or indirect, of the power to direct or cause the direction of, the management and policies of an institution, corporation, partnership or other entity, whether through the ownership of voting securities, by contract or otherwise.

<sup>2</sup> Such transactions may or may not also require approval from the U.S. Department of Education.

<sup>3</sup> For a definition of a "group" see Section 13(d)(3) of the Securities and Exchange Act of 1934.

	<p>of the total outstanding shares of stock of the affiliated institution, or an individual, entity or group increases or decreases its control of shares to greater or less than 25%, through individual or cumulative transactions, of the total outstanding shares of the stock of the institution;</p> <p>5. Change of corporate form, governance structure, or conversion, including, but not limited to, change from Limited Partnership to Corporation, from Limited Liability Corporation to a Corporation, from a Not-for Profit Corporation to a For-Profit Corporation, a Private to Public, a Not-for Profit Corporation controlled by members to one controlled by its Board of Directors, significant change in the size of the institution's governing board;</p> <p>6. Any of the transactions in items 1 through 5 above involving a parent corporation that owns or controls the affiliated institution or in any intermediate subsidiary of a parent corporation where that subsidiary has a controlling relationship to the institution and where the transaction may reasonably affect the control of the accredited institution as determined by the Commission or by the U.S. Department of Education;</p> <p>7. Sale, transfer, or release of an interest in the affiliated institution such that there is change in the management or governance of the institution; and</p> <p>8. Transfer of substantial academic or operational control of the affiliated institution to a third-party entity.</p>	
<p><b>Teach-Out Arrangements</b></p>	<p>The institution shall be required to submit a written teach-out plan in any of the following circumstances:</p> <p>(a) the U.S. Department of Education notifies the Commission of an emergency action, or a limitation, suspension or termination or similar action against the institution;</p> <p>(b) the Commission acts to withdraw, terminate or suspend the status of an institution;</p> <p>(c) the institution notifies the Commission that it intends to cease or suspend operations or permanently close a site where it offers at least 100% of either a Certificate or degree program before all students have completed their program of study; or</p> <p>(d) a state licensing or authorizing agency notifies the Commission that an institution's license or legal authorization to provide an educational program in that state has been or will be revoked.</p>	<p>Prior Commission Approval</p>

Category	Changes in the Relationship with the Commission	Requirement
<b>Institution's Relationship with the Commission</b>	<ol style="list-style-type: none"> <li>1. Change the stipulations within the current affiliation status.</li> <li>2. Change the date of comprehensive visits beyond the cycle established by policy.</li> <li>3. Change the date of other visits or required reports. Commission staff may make the decision after receipt and evaluation of documentation that shows that such changes are appropriate.</li> <li>4. Relocate accreditation within or among entities already accredited by The Higher Learning Commission. Commission staff may give approval after receipt and evaluation of documentation that the institution or new entity continues to meet Commission requirements and criteria, but will schedule an on-site evaluation to be conducted within a year.</li> </ol>	Prior Commission Approval

**Note 1: Academic Programs** (the term *programs* refers to degree, diploma, and certificate programs)

All the Certificates already listed on an institution's Organizational Profile are considered approved.

The Commission must *separately* approve all additional Title IV eligible certificate or diploma programs that are not substantially related to or derived from existing programs. If 50% or more of the courses in the program were developed for the Certificate program and are NOT derived from courses in existing Certificate or degree programs, then the new certificate or diploma requires Commission approval.

Institutions that need a letter documenting the approval of any certificate program should send an e-mail to [changerequests@hlcommission.org](mailto:changerequests@hlcommission.org) or call (800) 621-7440 - Tamas Horvath at ext. 137.

**Note 2: Distance or Correspondence Education**

The Commission defines a *distance or correspondence education program* as one in which a student could earn the credential by taking 50% or more of the work in the distance or correspondence education courses. *Distance or correspondence courses or credits* are those in which all or the vast majority (75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other. The new definitions align our practices with federal definitions:

Distance education/course means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor; and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).

Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission,

including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education.

**The Commission no longer requires program-by-program approval of distance education for those institutions that (a) have had formal Commission approval of one or more programs in the past and (b) after the Commission has formally approved the institution's first distance or correspondence education program.** Therefore, the new policy reduces how often institutions must seek approval for changes in distance education. The Commission has designated four levels of distance education activity across the institution (these levels are defined in the change application for distance or correspondence education available on the Web site). The Commission will only require an institution to seek approval when it plans to increase its distance or correspondence education activity from one level to a higher one. Once the institution is at the fourth level, normally no further substantive change requests are required. Of course, the Commission will continue to review the distance or correspondence education of all institutions during comprehensive accreditation evaluations.

For assistance in locating institutional data or to ask a question, send an e-mail to [changerequests@hlcommission.org](mailto:changerequests@hlcommission.org) or call (800) 621-7440 - Tamas Horvath at ext. 137.

### **Note 3: Additional Locations and Campuses**

The term "Additional Locations" (i.e., >50% of a program) is now used in place of the term "sites." Because the U.S. Department of Education does not have provisions for moving, relocating, or changing the address of a campus or additional location, an institution "moving" a campus or additional location must close the old facility and submit a formal change request to the Commission to open a new facility.

When an institution closes an additional location or a campus that provides at least one full degree program, the institution must submit a teach-out plan detailing how students enrolled in that degree program will complete the academic program in a timely fashion. An institution cannot substitute a distance delivery program for an on-ground program as the only teach-out option for students. All teach-outs must be approved by the Commission.

Institutions may be asked by the U.S. Department of Education to demonstrate that their campuses and additional locations are approved by the Commission in order to ensure continuous access of students at those campuses and locations to Title IV. Only those campuses and locations in the Commission's database are approved. Institutions should check their data on the Commission's Web site to make certain all current additional locations and branch campuses are listed: <http://www.ncahlc.org/directory>.

Enter the institution's name in the window, then click on it to access the record. Scroll to "Off-campus Activities" to see current additional locations and branch campuses in the Commission's record. If the information is not up to date, the institution should send an e-mail to [changerequests@hlcommission.org](mailto:changerequests@hlcommission.org) to inquire as to whether the institution needs to submit a change request.

The Commission informs the U.S. Department of Education monthly as to actions regarding additional locations and branch campuses. **Federal regulations prohibit the Commission from providing retroactive approvals under any circumstance.**

## Part 2: Submitting Change Requests: Process and Timeline

### Changes Requiring Commission Notification

Currently, institutions will inform the Commission of changes requiring notification through the Annual Institutional Data Update (AIDU) or through scheduled Commission evaluations.

### Changes Requiring Prior Commission Approval

All change requests must follow the new process and document requirements. Application forms with instructions are available on the Commission's Web site.

The types of changes that may use the new forms include:

- ◆ New programs
- ◆ Certificate programs (the form will explain those certificates that need to be reviewed for approval and those that need no separate approval)
- ◆ Courses at a new Degree Level
- ◆ New additional locations or branch campuses
- ◆ Teach-out of an existing location or branch campus
- ◆ Change in clock or credit hours
- ◆ Initiation or expansion of distance education activity to a new level
- ◆ Contractual or consortial arrangements in delivering one or more existing programs (Note: the institution should contact the Commission staff liaison regarding contractual programs where more than 50% of any educational program is outsourced to the other party)

Institutions that have access to the **Notification Program for Additional Locations** must notify the Commission and receive acknowledgment prior to initiating the additional location. Such access does not cover the addition of campuses.

Requests related to **Change of Control, Structure, or Organization** follow a separate process and require a different type of documentation and a different fee schedule. Institutions considering this type of change should write to [ccaaine@hlcommission.org](mailto:ccaaine@hlcommission.org) or call (800) 621-7440, ext. 125. This communication will initiate a conversation between the Commission staff liaison assigned to the institution and the Commission's office of legal and governmental affairs about how to proceed with the proposed change.

The time required for the Commission to review and decide on approval of a substantive change varies with the type and complexity of the change and the quality and completeness of the request. The average timeframe for change review is three months. However, it is always possible that a change request may require an on-site visit. Therefore, an institution should plan for the potential of an eight-month timeframe.

Most change processes are subject to a fee. See the Commission's [fee schedule](#). The fee schedule is updated annually. New or revised fees are effective on September 1.

**Review Processes.** The Commission will determine the appropriate process for review of the proposed change: Commission Change Panel, Commission Change Visit, or Commission Desk Review.

Recommendations from these processes are forwarded to the appropriate Commission decision-making body for final action.

- **Commission Change Panel.** A Commission Change Panel will consist of three or more Commission Peer Reviewers who will review applications for approval of substantive change submitted by institutions. The Change Panel may seek additional information from the institution if such information is being sought to explain or clarify the materials provided by the institution in its application for change. The Change Panel may recommend that the change be denied or that it be approved with or without additional monitoring as appropriate. The institution is given an opportunity to review the recommendation and provide an institutional response prior to consideration of the recommendation by the decision-making body. Alternatively, the Change Panel may recommend that the change be further evaluated by an on-site evaluation team, either by a Change Visit or by a previously scheduled focused or comprehensive evaluation.
- **Commission Change Visit.** A Change Visit consists of a team of two or more Commission peer reviewers who review applications for approval of substantive change submitted by institutions. Change visits are set three months or more after the receipt of the change application. The Change Visit team may recommend that the change be approved, approved subject to additional monitoring, or denied. The institution is given an opportunity to review the recommendation and provide an institutional response prior to consideration by the decision-making body.
- **Commission Desk Review.** A Commission Desk Review consists of a review of a proposed institutional change conducted by an individual Commission official.

## Questions / Information

For more information on Commission change policies or on how to submit a change request, institutions should

- ◆ consult the Commission's Web page on substantive change (<http://www.ncahlc.org/information-for-institutions/institutional-change.html>),
- ◆ send a query to [changerequests@hlcommission.org](mailto:changerequests@hlcommission.org), or
- ◆ call the office at (800) 621-7440 - Tamas Horvath at ext. 137.



Attachment D

**Statement from HLC on approval of new location.**

Dear Ms. Quinn,

HLC has received part of Little Priest Tribal College's location application to open two new locations:

HoChunk Village, 503 Chief Little Priest Dr. Winnebago, NE  
HoChunk Centre, 600 4th St. Suite 229, Sioux City IA.

If less than 50 percent of a degree program or Title IV eligible certificate is offered at a location, it is classified as Course Location and does not require HLC approval. If these locations will be Course Locations, we do not need to process the application and you do not even have to report them to us.

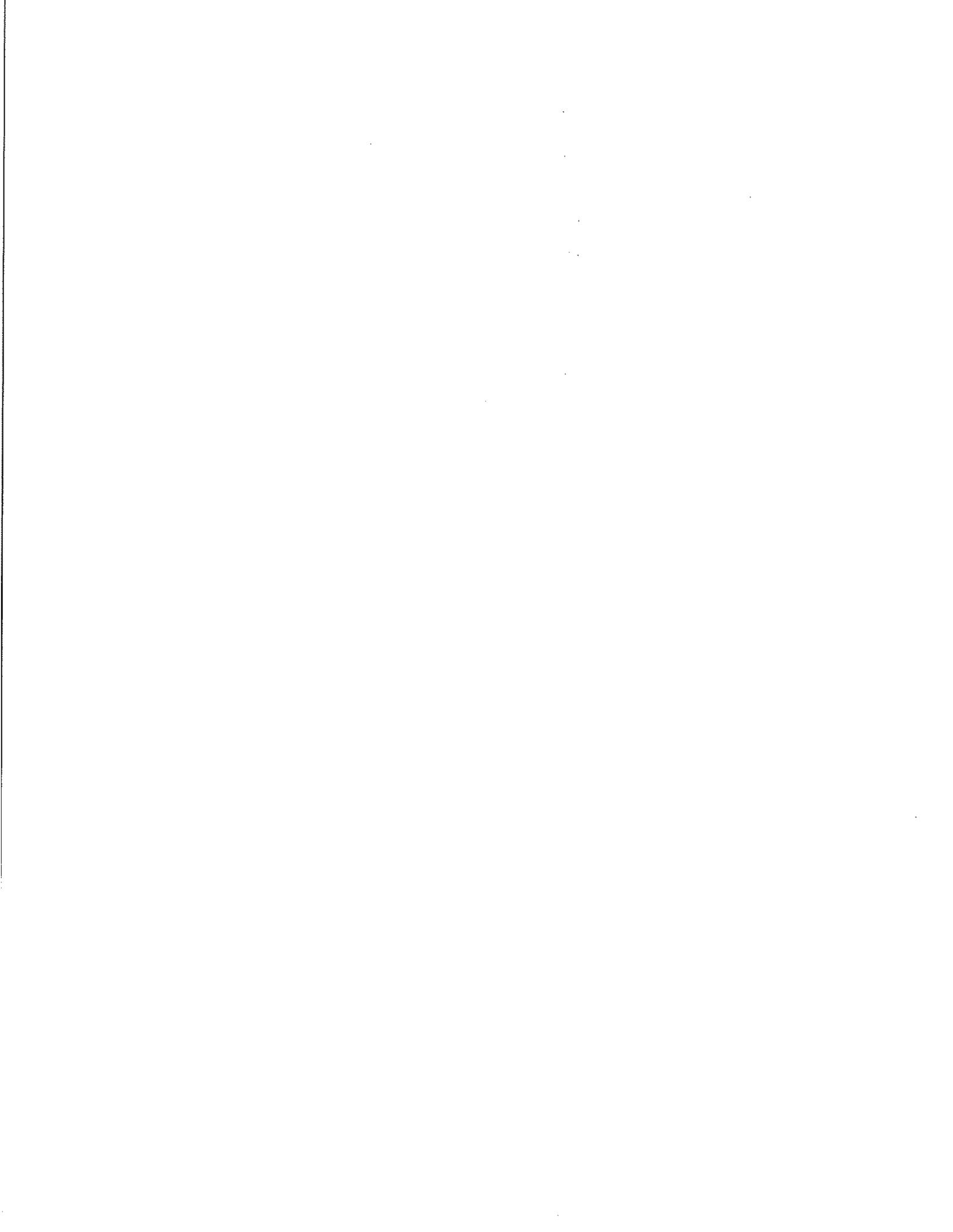
However, if at least 50 percent of a degree program or Title IV eligible certificate will be offered, they will be Additional Locations that require HLC approval and the whole application is needed for the review.

Could you please confirm that the locations will be Course Locations so we can discard the application? If not, could you fill out the full application?

Please do not hesitate to contact me if you have any questions.

Thank you,  
Tamas

Tamas Horvath  
Process Administrator, Accreditation Services  
Higher Learning Commission of NCA  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1413  
Phone: (312) 263-0456 x137 / Fax: (312) 263-7462  
E-mail: [thorvath@hlcommission.org](mailto:thorvath@hlcommission.org)



ATTACHMENT E

Little Priest Tribal College 601 E College Drive P O Box 270 Winnebago, NE	Authorized to operate pursuant to Public Law 95-471 and Equity in Educational Land-Grant Status Act of 1994 (Public Law 103-382)
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Miste Adamson-DalMoude  
Coordinating Commission for Postsecondary Education  
140 N. 8th Street, Suite 300  
Lincoln, Ne 68508  
402-471-0022





**PROFESSIONAL EXPERIENCE:**

**August 2008 – Present – Director of Indigenous Studies at Little Priest Tribal College, Winnebago Tribe of Nebraska.** As director, responsibilities include teaching, research and outreach to the tribal community of the Winnebago and Omaha tribes. I currently teach 5 classes per semester. The course work offered ranges from American Indian History, tribal history, world views, current issues, federal Indian law, treaties, and story telling tradition.

August 2005 -2008 - Director of Native American Community Outreach and Service at the University of Nebraska at Omaha. In this capacity, I have served also as the interim director of the American Indian Studies program at Little Priest Tribal College. During the tenure, I collaborated with the Omaha Public School and their Native American Indian Education program, Little Priest Tribal College, and the A.I.M. Institute to secure an Office of Indian Education Discretionary Grant for Native High School students. This grant supports high school students preparation for college via institutes, tutoring, mentoring and family community leadership training. I have served as the cultural and curriculum consultant for this program for the past year and a half. At Little Priest, I supported the preparation for the accreditation visit and have been working on revising the American Indian Studies curriculum and the assessment program. I also support the teaching of a credit and non-credit course at Metropolitan Community College one time a week.

August 15, 2000 – 2005 - Director of Native American Studies. Native American Studies at U.N.O. is an interdisciplinary studies program minor with a limited budget. During my tenure here I have worked to secure funding for the program through small grants, collaborative programming and consultant work. Research interests are the identity of Urban Native America, especially Omaha, Nebraska. One half of this appointment is dedicated to the development of networks between the urban and regional Native population and the university. The teaching assignment consists of two classes of Native Studies, one in Introduction in Native American Studies and one Special Topics classes titled "Asphalt Rez" and "Sacred Existence". Adjunct faculty for the University of Nebraska at Lincoln, Native American Career Ladder Project, teaching two sections of Introduction to Native American Education. Special community emphasis has been placed on the creation and support of the Omaha Public School Title IX parent committee. Curriculum has also been designed for Tribal Family Strengthening Training and 3 – 4 day workshops conducted for the Native Communities of Macy, Nebraska, Omaha, Nebraska and Lincoln, Nebraska.

August 15, 1999 – May 12, 2000 - Consultant / Instructor for the University of Nebraska at Omaha. Primary responsibility is to research and recommend an appropriate Native American Retention and Recruitment Program for the Student Affairs Division of the University. Other duties were to build a network of Native specific urban organizations and community members to facilitate an outreach effort to support Native education by the University. I also taught two sections of Introduction to Native American Studies for the College of Arts and Sciences and a section of Human Relations for the College of Education. During this time I began to build the outreach efforts of the university via the Omaha Public Schools, Metropolitan Community College, Nebraska Indian Community College, Little Priest Tribal College and the community leaders in these Native Communities by conducting workshops in Tribal Community Leadership and community capacity building. During this time I also represented the University as a consultant for the W.K. Kellogg Foundation, Nebraska Network 21, United Tribes Technical Community College, Nebraska Indian Community College and Little Priest Community College.

July 1, 1997 to August 9, 1999 - Community Educator and Nebraska State Tech Prep Grant Coordinator (\$46,000). Primary responsibilities have been to research, design and implement work force training programs which will meet the unique needs of the Omaha and Santee Indian Reservations in northeast Nebraska. I also administered the Adult Basic Education Program as a sub-contract from the Omaha Tribe. I supervised two professionals in this program as they tutored and counseled individuals to attain their GED or job training and job retention. The program philosophy is one of facilitation and outreach to the various populations served. Programs are further designed to work as bridges for the community schools, parents and students, to gain access to the world of college and or work. I worked with community agencies and tribal workforce agencies to create a successful welfare to work program called Rural and Metropolitan Basic Occupations (RAMBO). Our group also secured a large federal Vocational Education grant in collaboration with Northeast Technical Community College and the Nebraska Indian Community College.

July, 1996 to July, 1997 - Academic Dean, Nebraska Indian Community College, Macy, NE 68039. Administers the curriculum and instruction operations for three college sites, Santee and Macy, Nebraska and Marty, SD. Supervises 12 full time faculty and staff, 45 adjunct faculty, and the matriculation of 180 students. Works closely with the President and Board to insure that the college is in compliance with accreditation standards. I also teach one course a semester in the Indian Studies program and supervise two directive studies a semester. Due to an institutional change in the college, I was taxed to manage the reporting and fiduciary responsibility for three federal grants. These grants had been found to be in non-compliance and I was responsible to bring these grants back into compliance with the federal granting organizations. These grants were a Vocational Education grant, High Plains Rural Systemic Initiative, and State Tech Prep.

October, 1995 to July, 1996- Consultant for Seven Clans Social Services Agency, Omaha Tribe of Nebraska, Dr. Jessiline Anderson, Director. Macy Nebraska 68039. Part time Librarian, Whiting Public Library, Meg Polly, Director, Whiting, IA 51063.

August, 1991 to October, 1995 - Director, Native American Student Services and affiliate faculty in Education and Anthropology at Colorado State University, Ft. Collins, CO. Native American Student Services was dedicated to a five part mission. Those parts are: retention, transition from home cultures and environments to university cultures and environments, advocacy, recruitment and educational outreach. As Director I fulfilled all of the above administrative duties, including the fiscal responsibility of \$110,000.00 budget and the supervision of two full time staff. I also served as an affiliate faculty in anthropology and Education teaching 5 different sections of Current Native American Issues, an Anthropology 413 course, and 5 sections of Introduction to Education, an Education 255 course. As Director I was also involved in the development of the Native American Studies courses for the newly instituted Center for the Applied Study of American Ethnicity, served on the committee to write the curriculum for that studies program, and assisted in the hiring process for a director of Native American studies.

August, 1989 - August, 1991-Faculty Associate at the Center for Excellence in Education at Northern Arizona University. I directed a special project to develop a model High School with Greyhills High School, Tuba City, AZ. I also taught 3 sections of Introduction to Education and one section of Secondary School Curriculum.

August, 1987 - August 1989-Jr. / Sr. High School Principal at Macy Public School, Macy, NE. Instructional leader and girls athletics coach for the public school on the Omaha Reservation.

August, 1986 - August, 1987-Graduate Teaching Assistant at Northern Arizona University. Taught 4 sections of Introduction to Education and one section of Secondary School Curriculum.

August, 1985 - August, 1986-Graduate Research Assistant at Northwest Missouri State University. Did research on Laboratory Schools, Learning Styles and Performance Evaluation tools for School Principals.

September, 1981 - June, 1985-Behavioral Consultant with the Educational Service Unit #2, Fremont, NE. Served 14 area Junior and Senior High Schools in the Dodge and Saunders County area, working as a counselor for High Risk Students.

August, 1980 - June, 1981-Jr. / Sr. High School Principal and science teacher, Santee Public School, Santee, Nebraska.

August, 1976 - July, 1980- Jr. / Sr. High School Science Teacher, coach, and Principal ('77-'80), Macy Public School, Macy, NE.

August, 1974 - August, 1976-Environmental Health Technician, USPHS-IHS, Winnebago Indian Health Service Hospital, Winnebago, NE.

August, 1973 - July, 1974-Graduate Teaching Assistant, South Dakota State University. (Master's Program)

January, 1971 - August, 1973-K-12 physical education teacher and coach, Crook County Schools, Sundance, Wyoming.

#### **PRESENTATIONS AND WORKSHOPS:**

I have done a number of presentations and workshops to community people, faculty and staff of both public schools and universities, and various community and corporate organizations. My topics have been as follows:

- Native American Issues, specific and general
- Cultural Identity
- Native American Education
- Teaching and teacher training
- "Transition, ritual and ceremony"
- Job skills preparation workshops
- Community Asset Building and Family Strengthening
- Tribal Family Community Leadership Development

#### **REFERENCES:**

DR. SHELTON E. HENDRICKS, DEAN,  
COLLEGE OF ARTS AND SCIENCES  
ASH 280, UNIVERSITY OF NEBRASKA AT OMAHA  
6001 Dodge St.  
Omaha, Nebraska 68182  
402.554.2338

DR. BETH R. RITTER, DIRECTOR  
NATIVE AMERICAN STUDIES  
Ash 383, ANTHROPOLOGY/SOCIOLOGY DEPARTMENT  
UNIVERSITY OF NEBRASKA AT OMAHA  
6001 Dodge St.  
Omaha, Nebraska 68182  
402.554.3376

MS. SANDRA MEHOJAH, DIRECTOR NATIVE AMERICAN INDIAN EDUCATION  
OMAHA PUBLIC SCHOOLS  
THE ADMINISTRATIVE CENTER  
3215 Cummings  
Omaha, Nebraska 68111  
402.557.2459

HARRY ALLEN MARTYN

~~1500 Birch Road~~  
Westfield, IA 51062

~~47-568-22~~

EDUCATION

Master of Arts Degree in Biology, University of South Dakota, Vermillion, South Dakota, July, 1977.

Bachelor of Science Degree in Biology, Westmar College, LeMars, Iowa, May 1972.

SIGNIFICANT TEACHING EXPERIENCE

College Teacher

Western Iowa Technical Community College, Sioux City, Iowa, Fall Semester - 1994, adjunct instructor. Duties included teaching an Anatomy and Physiology evening class at WITCC. This involved both lecture and laboratory sessions.

College Teacher

Nebraska Indian Community College, instructor at all three sites in Winnebago, Macy, and Santee, Nebraska, 1977-1989. Duties included selection of texts, preparing and teaching of college accredited courses with laboratories in various subjects of Biology (e.g., General Biology, Zoology, Botany, Environmental Biology, Physiology, the Emergence of Man), Basic Physics, Basic Chemistry, Science Education and Canoeing.

During this time I served for two years as the Project Director for a National Science Foundation Grant in which I, along with two consultants, developed and taught a new type of curriculum in Environmental Biology. This curriculum was specially designed to produce a high interest in science for Native Americans in order to get them into science related careers. This curriculum, entitled "A Field Manual for Environmental Studies," was published by the Nebraska Indian Community College and is available at the main campus at Winnebago, Nebraska. Duties also included further grant writing and the judging of grants for the National Science Foundation.

College Teacher

Briar Cliff College, Sioux City, Iowa, Fall Semesters - 1979 and 1980, full-time - temporary. Duties included preparation and teaching of Anatomy and Physiology courses for Briar Cliff College at the Saint Joseph Mercy School of Nursing at Marian Health Center Hospital in Sioux City, Iowa. These courses included both lecture and laboratory sessions.

Secondary School Teacher

Sciences, Morningside Christian School, Sioux City, Iowa, 1983-1999, full-time. Duties included teaching sixth grade through twelfth grade sciences.

6 <sup>th</sup> Grade	Science
7 <sup>th</sup> Grade	Natural Sciences
8 <sup>th</sup> Grade	Earth Sciences
9 <sup>th</sup> Grade	Basic or General Sciences
10 <sup>th</sup> Grade	Biology
11 <sup>th</sup> and 12 <sup>th</sup> Grade	Physics
11 <sup>th</sup> and 12 <sup>th</sup> Grade	Chemistry

I also taught 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade Bible classes.

ADDITIONAL TEACHING EXPERIENCE

Teaching Assistant - Biology Department, University of South Dakota, January 1976 - May 1977. Duties included teaching two 3-hour laboratory sessions in Introductory Biology a week, both in the laboratory and in the field, lecturing, giving and grading quizzes, proctoring tests.

During the Fall semester of 1976, at the University of South Dakota, was employed by the Athletic Department as a tutor specifically for members of the college football team, and tutored an introductory Biology course.

During the month of June, 1979, was an assistant instructor on a summer high school Biology course trip to Canada and Alaska in which aspects of environmental Biology (terrestrial, freshwater, and marine) and Geology were taught. Northern ecosystems (e.g., Taiga, Tundra, Marine) were emphasized.

During the month of June, 1978, was an assistant instructor on a summer high school Biology course trip to Philippine Islands, Hong Kong, and Hawaii in which aspects of tropical marine and terrestrial Biology and cultural related subjects were taught.

From January to June, 1978, was lecturer and assistant manager at a Reptile Pit in Sioux City, Iowa. Lecturing was done before groups of visitors while handling Arachnids (Tarantulas, Scorpions) and Reptiles of many types.

During the month of January, 1971, was co-instructor for a Biology Department interim course taught at Westmar College. The leading instructor was Dr. Fred C. James, then a professor of Biology at Westmar College. The course, entitled "The Galloping Gourmet of the Wilderness," was concerned with survival in all geographical areas and climatic conditions with an emphasis in wild edible plants, and included an extended winter camping and canoeing trip in Missouri.

Laboratory Assistant - Biology Department, Westmar College, 1970-1972. Duties included setting up laboratories for courses in Botan , Plant Taxonomy, Physiology, Field Ecology, Marine Biology, etc., correcting papers, identifying, labeling and preserving specimens, washing glassware, mixing and preparing chemical solutions, operating autoclave.

Youth Director - Was Youth Director at Sioux City Baptist Church in Sioux City, Iowa for ten years (1974-1984) and have taught Junior High, Senior High, and Young Adult Sunday School classes since the Fall of 1974.

During the summers of 1966 and 1967, was employed as a counselor at a Boy Scout Camp near Sioux City, Iowa, and taught classes for various merit badges (e.g., Nature, Canoeing, and Rowing).

For four summers (1963-1966) taught swimming for the Red Cross at a public swimming pool in Sioux City, Iowa. Worked with all categories of non-swimmers in separate classes of girls and boys, and also taught a special class of mixed pupils from a nearby Indian reservation.

### SPECIAL SKILLS/TRAINING

#### Marine Laboratory Experience

Have spent time at the following five marine laboratories: Duke University Marine Laboratory at Piver's Island in North Carolina, Spring 1970, and the Gulf Coast Research Laboratory at Ocean Springs, Mississippi, Spring 1971 and 1972 (two trips). Purpose was extended Field Ecology trips (under the direction of Westmar College, LeMars, Iowa).

A third trip was made alone to the Gulf Coast Research Laboratory for the entire summer of 1971. Two courses consisting of a total of 12 credit hours in Marine Biology were taken (see attached sheet of college courses taken).

Caribbean Biological Center near Ocho Rios, Jamaica, January 1969, 1970 (two trips), and the West Indies Laboratory at St. Croix, U.S. Virgin Islands, January 1972. Purpose was Tropical Marine Environmental Interims (under the direction of Westmar College).

Silliman University Marine Laboratory at Dumaguete City, Negros, Philippine Islands, December 1972 - April 1973. Purpose was to assist Dr. M. Gene Ulrich, then a professor of Biology at Westmar College, in both marine and terrestrial research during his sabbatical to Silliman University in the Philippine Islands during 1972-1973.

#### S.C.U.B.A Diving

Certified S.C.U.B.A. diver with certification from the Professional Association of Diving Instructors (P.A.D.I.) Have dived in both fresh and marine water within and outside the United States, and have been to a depth of 200 feet. Have done some underwater photography.

### Research Experience

In addition to research experience gained during some of the trips made to the marine laboratories and that done as an assistant to Dr. M. Gene Ulrich in the Philippines, have also been employed when needed to assist with a fish swimming performance research project on the Missouri River under the direction of Dr. James C. Schmulbach, then professor of Biology at the University of South Dakota, Vermillion, South Dakota.

Also conducted a project of original research, also under the direction of Dr. James C. Schmulbach, as a part of my Master of Arts degree in Biology. This is a thesis paper entitled "Bionomics of Flathead Chub Hybopsis gracilis Richardson." Paper presented orally at the 1977 proceedings of the South Dakota Academy of Science, and an abstract of the paper is in the Academy's publication for that year. The paper itself has been published in the Iowa's Academy of Science publication number 85(2):62-65, 1978.

### ADDITIONAL WORK EXPERIENCE

Helper - Fisheries Management Station, Brown's Lake, Salix, Iowa, Fisheries Department, Iowa State Conservation Commission, June-August, 1969. Duties included assistance in fish management (e.g., rough fish control, stocking, tagging, shocking, etc.), maintenance of four different state parks along the Missouri River.

Helper - Catfish Hatchery, Humboldt, Iowa, Fisheries Department, Iowa State Conservation Commission, June-August, 1970. Duties included preparing and maintaining ponds, building and maintaining pump for water source, chemical analysis of water, collection, transportation, and breeding of two species of freshwater catfish, collection and hatching of eggs, transportation and rearing of fry and young catfish. Also general maintenance of the hatchery.

### ACTIVITIES AND HONORS

#### Travel

Have had considerable amount of foreign travel experience with visits to 34 countries. In 1973 was privileged to make a round-the-world trip.

#### Spelunking

Have had some spelunking experience. Cave Ecology of several caves in Missouri, Philippines, and Jamaica have been studied.

#### Boy Scouts

Eagle Scout rank, God and Country Award, Order of the Arrow - Vigil Member.

HOBBIES AND INTERESTS

Archeology, paleontology, reading, outdoor activities (e.g., diving, spelunking, camping, hiking, backpacking, photography, archery, fishing, hunting, etc.)

PERSONAL DATA

Birth Date: October 17, 1949      Height: 5'11      Weight: 180

Marital Status: Married, Three Children      Health: Excellent

REFERENCES

Rev. James Pointer  
Pastor, Sioux City Baptist Church  
1301 Nebraska Street  
Sioux City, Iowa 51105

Dr. M. Gene Ulrich  
816 E. St. Andrews  
No. Sioux City, South Dakota 57049

Mr. Jim Lewis  
3612 Cheyenne Boulevard  
Sioux City, IA 51104

# HARRY ALLEN MARTYN

Westmar College, LeMars, Iowa

Degree: Bachelor of Science

<u>Subject: Biology (Major)</u>	<u>Credit Hours</u>
Principles of Biology	4
Zoology	4
Botany	4
Field Ecology	4
Plant Taxonomy	4
Issues of Human Ecology	4
Vertebrate Morphogenesis	5
Genetics	4
Cellular Biochemistry	4
Biological Techniques	2
Biology Seminar & Research	2
Microbiology (taken in 1978)	4

Transfer from Gulf Coast Research Laboratory, Ocean Springs, Mississippi:

Marine Invertebrate Zoology	6
Marine Vertebrate Zoology	6

Interim Courses:

Tropical Marine Biology	
Tropical Marine Biology	
Galloping Gourmet of the Wilderness	
Tropical Marine Biology	

Total 57

<u>Subject: Chemistry (Minor)</u>	<u>Credit Hours</u>
Introduction to College Chemistry	8
Organic Chemistry	10
Advanced Organic Qualitative Analysis	4
Total	<u>22</u>

<u>Subject: Electives</u>	<u>Credit Hours</u>
Historical Geology	4
Introduction to Physics	8
Calculus I & II	8
Elements of Statistics	4
Basic Computer Programming	4
Principles & Problems of Sociology	4
Fundamentals of Speech	3
Exploring Literature	4
Musical Literature	4
English History 0 to 1713	4
Logic	4
Introduction to the Christian Faith	4
Christian Encounter	2
Social Customs	1
College Band	4
Mens Physical Education	2
Total	<u>64</u>

# HARRY ALLEN MARTYN

University of South Dakota, Vermillion, South Dakota 57069

Degree: Master of Arts

<u>Subject: Biology (Major)</u>	<u>Credit Hours</u>
Fisheries Management	3
Ichthyology	3
Mammalogy	3
Entomology	3
Ornithology	3
Animal Ecology	3
Graduate Seminar	1
Thesis Research	<u>5</u>
Total	24

<u>Subject: Biology (Supporting)</u>	<u>Credit Hours</u>
Plant Physiology	3
Field Ecology	2
Limnology	<u>3</u>
Total	8

<u>Subject: Electives</u>	<u>Credit Hours</u>
Introduction to Fortran Language	3



# JANYCE LYNN WOODARD

~~12012 Drake Blvd, PO Box 12~~ ♦ Homer, NE 68030 ♦ ~~12012 Drake Blvd~~ woodarj@msn.com

## POST-SECONDARY EDUCATION PROFESSIONAL

- ♦ **Extensive teaching background** including the design and development of public programs for both children and adults; employee training programs; and professional courses in Horticulture, Agronomy, and Science with an emphasis in technology integration.
- ♦ **Demonstrated success in course development** of traditional, hybrid, and online Horticulture, Agronomy, Science, and Elementary Computer courses; program/course assessment; marketing; student recruitment; advising; and fundraising.
- ♦ **Successful business owner and manager** with an aptitude for employee recruitment and training; scheduling; conflict resolution; policy development; legal compliance; and marketing.

## RELEVANT SKILLS

*Program Development*  
*Technology Integration*  
*Marketing*  
*Budgeting*

*Staff Recruitment*  
*Employee Relations*  
*Employee Training*  
*Scheduling*

*Organized*  
*Outgoing*  
*Enthusiastic*  
*Professional*

## PROFESSIONAL EXPERIENCE

### HOMER COMMUNITY SCHOOL — Homer, NE

#### Elementary Technology Coordinator, 2010 to Present

Hired to teach K-6 computer classes and troubleshoot computer issues for elementary school.

**Key Results:**

- ♦ Developed K-6 computer curriculum including keyboarding and Microsoft office applications.
- ♦ Handle computer issues including computer hardware and software installation and upgrades.
- ♦ Devised schedule for computer maintenance.

### WESTERN IOWA TECH COMMUNITY COLLEGE — Sioux City, IA

#### Agriculture Adjunct Instructor, 2009 to Present

#### Horticulture Instructor, 1998 to 2009

Developed and managed Horticulture program until its closure in 2009. Recruited to teach online Agriculture courses after the Agriculture program was switched to an online delivery format.

**Key Results:**

- ♦ Developed and taught over 13 different Horticulture classes each year.
- ♦ Developed a fully online Horticulture program and 4 online Agriculture courses using the E-College portal; required a working knowledge of HTML.
- ♦ Recruited and advised Horticulture students.
- ♦ Developed an online Garden Center training program for HyVee in cooperation with the Corporate College.
- ♦ Managed annual Horticulture budget.
- ♦ Co-developed marketing materials for the Horticulture program.
- ♦ Advised and raised funds for student Horticulture Club.
- ♦ Extensive training in various computer software applications including Word, Excel, PowerPoint, Publisher, Respondus, Datatel, and SAS (Statistical Analysis Software).

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**PROFESSIONAL EXPERIENCE (CONTINUED)**

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**NORTHEAST COMMUNITY COLLEGE — South Sioux City, NE**

**Science Adjunct Instructor**, 2009 to Present

Hired to teach various science courses including Biology, Physical Science, and Chemistry Lab.

**Key Results:**

- ◆ Teach lecture and lab courses in Biology and Physical Science.
- ◆ Requested to participate in Angel training to implement web-enhanced delivery of Biology and Physical Science courses,
- ◆ Researched and purchased lab materials for Physical Science course.

**NORTHWEST IOWA COMMUNITY COLLEGE — Sheldon, IA**

**Agriculture Adjunct Instructor**, 2009 to Present

Recruited to teach an online Soil Science course.

**Key Results:**

- ◆ Developed and teach online Soil Science course using the E-College portal.

**J and J's PRONTO — Homer, NE**

**Owner**, 2007 to Present

Purchased and manage a family owned and operated convenience store and gas station.

**Key Results:**

- ◆ Developed a business plan and secured financing to purchase the business.
- ◆ Played a key role in ensuring the successful transfer of the business from the previous owner.
- ◆ Developed and implemented a training program and various policies for employees including disciplinary action and dress code.
- ◆ Responsible for scheduling, marketing, and managing computer hardware and software; set up Quickbooks accounting software.
- ◆ Maintain compliance with the Health Department, OSHA, and various State and Federal agencies.

**WAYNE STATE COLLEGE — Wayne, NE**

**Graduate Assistant**, 1996 to 1998

Taught a General Biology course while pursuing a Master's Degree in Science Education.

**Key Results:**

- ◆ Gained an appreciation for teaching at the college level which changed my career focus.

**WOODBURY COUNTY CONSERVATION BOARD — Sioux City, IA**

**Assistant Naturalist**, 1993 to 1996

Developed and taught a variety of environmental education programs for both children and adults. Cooperated with several agencies in the Siouxland area to raise funds and promote the construction of the exhibit hall in the Dorothy Pecaute Nature Center.

**Key Results:**

- ◆ Developed and delivered environmental education programs to both children and adults in various settings including, schools, outdoors, and at the nature center.
- ◆ Played a key role in ensuring the successful launch of Dorothy Pecaute Nature Center. Assisted with the development and implementation of educational and volunteer programs.
- ◆ Prepared marketing materials such as newsletters and brochures; promoted programs via television and radio.

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## EDUCATION

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### **UNIVERSITY OF NEBRASKA — Lincoln, NE**

Ph.D. in Agronomy, Anticipated Graduation December 2011

**Emphasis:** Conservation Buffer Management During Establishment and Early Growth

### **WAYNE STATE COLLEGE — Wayne, NE**

MSE Science, 1998

**Emphasis:** The Vegetative Composition of a Tallgrass Prairie Pasture During the Establishment Year

### **MICHIGAN STATE UNIVERSITY — East Lansing, MI**

B.S. in Microbiology and Anthropology, 1992

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## OF NOTE

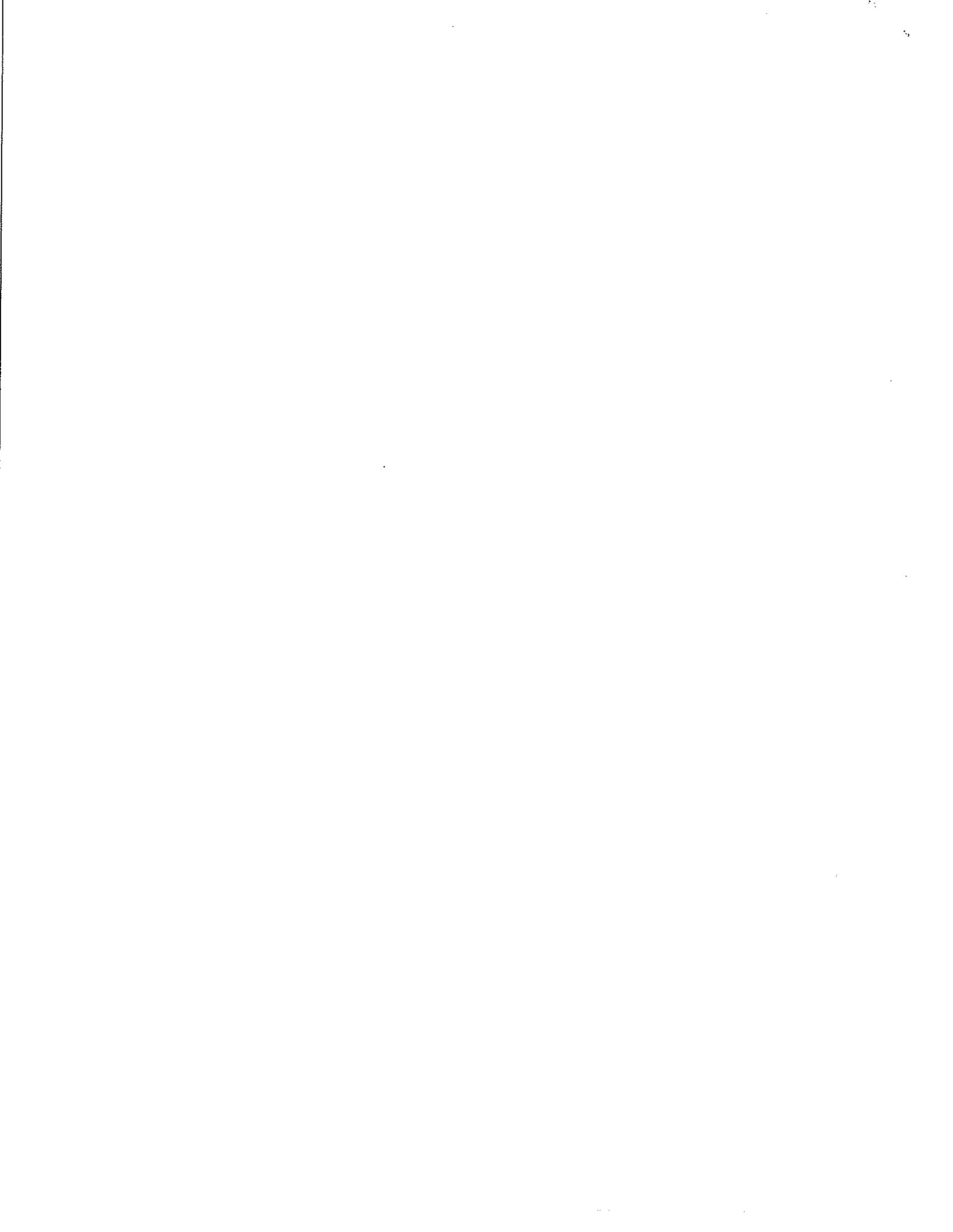
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### **Professional Development:**

- ◆ Ongoing training in the areas of computer technology and applications, instructional development, and student learning.

### **Affiliations:**

- ◆ Parent Advisory Committee – Homer Community School
- ◆ Formerly affiliated with several local Horticulture and Environmental clubs and organizations as required by employers through various public speaking engagements.



**Kweku Siripi Ocran**

Phone: [REDACTED]  
E-mail: [ocranks1@muohio.edu](mailto:ocranks1@muohio.edu) or [REDACTED]

**Carcer Objective**

Seeking academic or institutional teaching and/or administrative position, project management or research/program evaluation jobs that would enable me to effectively apply my knowledge, skills and experiences, as well as contribute to the goals and mission of my employer.

**Core Competencies**

Result oriented with a strong sense of humor, interpersonal skills and the passion for team work and collaboration to get the job done. An excellent ability to multitasks, work under pressure with minimum supervision, and pay attention to details. Unflinching drive for institutional success and effort to improve upon my skills as well as others I work with.

**Education**

**PhD:** Educational Administration: Curriculum and Educational Policy - (May, 2010).  
Dissertation Title: *An Examination of Female Students' Schooling Experiences in an Era of Educational Reforms in Ghana: A case study in the Accra-Tema School District.*  
(Miami University, Oxford, Ohio)

**MAT:** Teacher Education: Integrated Social Studies - (Dec, 2005).  
Project Title: *Assessment of a Guidance and Counseling unit within the Educational System in the USA: A study of its effectiveness in managing High School Students' Behavior and Academic performance:* (Miami University, Oxford, Ohio)

**MA:** Geography - (May, 2005).  
Thesis Title: *An Examination of Ghanaian Immigrant Institutions in Greater Cincinnati Area of the Southwest, Ohio:* (Miami University, Oxford, Ohio).

**BA (Hons):** Geography and Resource Development with Sociology - (November, 1989)  
Project Title: *Problems of Adolescent Pregnancy in Gomoa - Dawuranpong Rural Area, Ghana:* (University of Ghana, Accra – Ghana).

**Professional and Teaching Experiences**

**Visiting Faculty** (August, 2010 to Present)

*Miami University-- Hamilton and Middletown Branch Campuses*

- Instructing undergraduate students in a course titled Global Forces and Local Diversity, and in Human and Cultural Geography
- Holding discussions and office hours to sustain students performance
- Preparing, organizing and grading assignments, tests and examinations.

**Graduate Research Associate (August, 2005 to August, 2010)**

*Discovery and Ohio's Evaluation & Assessment Center, Miami University, Oxford, Ohio.*

- Conducted library searches and writing of literature reviews
- Data entry, coding, cleaning and analysis
- Liaison with schools concerning professional development programs
- Conducted program evaluation, assessment and research design work
- Conducting interviews and collecting data with surveys from students, teachers and program participants

**Student Teaching (January, 2005 to Dec, 2005)**

*Walnut Hills High School - Cincinnati, Ohio.*

- Taught US History and World History at the 9<sup>th</sup> to 11<sup>th</sup> Grade levels
- Graded assignments and evaluated students academic performance

**Graduate Assistant (August, 2003 to December, 2004)**

*King Library (Special Collection): Miami University, Oxford, Ohio.*

- Transcribed hand written volumes of letters and unpublished Manuscript on Mental Philosophy by the Reverend Professor W. H. McGuffey.
- Restored valuable books for safe keeping
- Other assigned duties.

**Teaching Assistant (August, 2001 to May, 2003)**

*Department of Geography: Miami University, Oxford, Ohio.*

- Taught undergraduate class discussion session: Global Forces and Local Diversity and Human Geography
- Graded assignments and assisted with examination questions and student evaluations.

**Program Manager – Marketing and Resource Generation (July, 1997 to June, 2001)**

*Opportunities Industrialization Center – (NGO): Head Office, Accra, Ghana.*

- Coordinated, facilitated and mobilized resources from a variety of donors for youth training and community-based entrepreneurial projects.
- Promoted and Market the ideals of OIC across the country.
- Provided vocational skills and training to school drop-outs and destitute toward effective citizenship.
- Promoted Agriculture and small scale business education to Illiterate women in the Northern region of Ghana.
- Advocacy and community organization for women, children and youth education and empowerment.

**General Office Manager (June, 1992 to June, 1997)**

*Quancrete Investment Limited: Tema, Ghana.*

- Managed office staff and floor workers.
- Supervised the compilation and writing of monthly, quarterly and annual reports.

- Prepared contract bills for both clients and business partners.
- Prepared Budgets and financial cash flow statements for Directors.
- Serve as a liaison between staff and board of directors.
- Supervised the preparation of yearly company accounts for auditing.
- Liaised with customers and collaborators on mutually beneficial business matters.
- Promoted, advertised and marketed company products and services.

**High School Teacher** (August, 1990 to May, 1992)

*Ghana Education Service: Chemu Secondary School, Tema, Ghana.*

- Full-time teacher of Geography to Senior High school students preparing for the G.C.E. Ordinary Level Certificate Examination (Equivalent of 10<sup>th</sup> grade in the USA).
- Teaching Mathematics at the Junior High level (Equivalent of 7<sup>th</sup> grade in the USA)

**Instructor (Part Time)** (February, 1991 to July, 1991)

*Ghana Police Service: Regional Office, Tema, Ghana.*

- Contracted by the Ghana Police Service (Tema) to instruct Police Constables in English Language and logic on a part time basis toward internal promotional examinations.

**Instructor (Part Time)** (May, 1990 to December, 1990)

*Adult Education and Workers College: Tema, Ghana.*

- Part-time instructor in Geography and General Paper subjects for students preparing to rewrite the November/December G.C.E Advance Level Certificate Examination (Equivalent of 12<sup>th</sup> grade in the USA).

**Administrative Assistant** (January 1990 to July, 1990)

*Ajumako-Enyan-Essiem District Assembly: Ministry of Local Government, Ghana.*

- National Service Personnel responsible for Speech writing and circulation of communiqués for and on behalf of the District Chief Executive.
- Took minutes of the meetings of Assembly members.
- Prepared monthly, quarterly and yearly district reports on all departments within the District.

**Field Research Assistant** (November 1989 to December, 1989)

*Ministry of Education: Planning, Monitoring, and Evaluation Division, Accra, Ghana.*

- Stationed at Ahafo- Ano South District Education Office in the Ashanti Region of Ghana as a National Service Personnel to train all principals of primary and junior secondary schools to complete data on school resources.
- Collated data on all schools within the district and submitted report to the head office in Accra.

**Teacher** (June, 1985 to August, 1986)

*Awurabs Preparatory School: Tema, Ghana.*

- Taught Elementary Class: Mathematics, English, Geography, and History to prepare pupils for the West African Common Entrance Examination.

**Teacher** (July, 1984– May, 1985)

*Community 4. No. 1 Middle School: Tema, Ghana.*

- Taught general subjects in Mathematics, English, History, and Geography etc. to prepare pupils for the Middle School Leaving Certificate.

#### **Awards and Honors**

**2008:** Dr Charles Turkman Summer Fellowship Award, Department of Education, Health and Society, Miami University, Oxford, Ohio.

**1989:** Awarded full Colors and Excellent Performer in Athletic Sports by the University of Ghana Amalgamated Clubs.

**1989:** Awarded the Outstanding Sports Personality of the year by the members of Commonwealth Hall - University of Ghana.

**1989:** Awarded the Distinguished and Outstanding Personality in contribution to the Students Leadership and Movement of the Commonwealth Hall- University of Ghana.

**1987:** Chief Executive and Chief of the members of Junior Common Room, Commonwealth Hall.

#### **Publications**

**2008:** Book chapter: An Examination of Ghanaian Immigrant Institutions in Greater Cincinnati Area of the Southwest Ohio, USA in the Black African neo-Diaspora: Ghanaian immigrant experiences in the Greater Cincinnati, Ohio Area. By Ian Yeboah: Lanham, MD: Lexington Books, c2008

#### **Presentations**

**2003:** Association of American Geographers annual conference, New Orleans. A paper titled Examination of Ghanaian Immigrant Social and Religious Institutions in southwestern Ohio.

**2004:** Group presentation at annual conference of Ohio Council for Social Studies (OCSS) held at Akron, Ohio. A paper titled multiculturalism: the way forward.

**2006:** Annual Conference for Graduate Students at the Miami University: A paper titled Educating the Girl-Child: Is this a panacea for social justice and democracy in Ghana?

**2007:** American Educational Studies Association annual conference, Cleveland: A paper titled, Female Students and the Free Compulsory Universal Basic Education policy in Ghana: Examining policy rhetoric of old connections and the realities for new directions

Attachment N

**Mr. Stuart V. Hellman**

~~500 Wauconda Road~~  
Wauconda, IL 60084

~~Phone: 815-487-8822~~

~~415-876-1072 ext 2004~~

~~stuhellman2@jhsinc.com~~

~~http://stuhellman.jhsinc.com/~~

**Experience**

**Adjunct Instructor**

*Morton Community College*                      *Cicero, IL*                      Jan '10 - Present  
Prepared and delivered interactive lectures, monitored quizzes, evaluated assignments, and facilitated discussion boards for classes with enrollment of 20 students. Taught the following courses: Business Computer Systems (included Microsoft Office), Introduction to Java Programming.

**Adjunct Instructor**

*Kendall College*                                      *Chicago, IL*                      Sep '09 - Present  
Prepared and delivered interactive lectures; developed, validated, administered and evaluated exams (written and hands-on) as well as laboratory exercises for classes with enrollment of 25 students. Taught the following courses: Introduction to Computer Applications (Microsoft Office)

**Visiting Professor**

*Upper Iowa University*                      *Fayette, IA*                      Aug '08 - Aug '09  
Prepared and delivered interactive lectures; developed, validated, administered and evaluated exams (written and hands-on) as well as laboratory exercises for classes with enrollment of 25 students. Taught the following courses: Introduction to Computer Applications (Microsoft Office), Introduction to Computer Programming (Visual Basic), Database Design and Web Design.

**Adjunct Instructor**

*Colorado Technical University Online* *Hoffman Estates, IL*                      May '07 - Dec '08  
Prepared and delivered twice weekly online interactive lectures, evaluated students' laboratory exercises and threaded discussion boards. Served as an online tutor for web design. Taught the following online classes with an enrollment of 30 students: Web Page Design, Introduction to Technology, and Advanced Spreadsheet Applications (Microsoft Excel).

**Graduate Assistant**

*Northern Illinois Univeristy*                      *DeKalb, IL*                      Aug '07 - May '09  
Converted existing department web site to conform to university-wide format. Responded to requests for updates to the content for the Department of Counseling, Adult and Higher Education web site once converted, provided faculty members with support of technical issues, conducted research requested and other duties assigned.

**Professor**

*DeVry University*                                      *Addison, IL*                      Oct '96 - May '07  
Prepared and delivered interactive lectures; developed, validated, administered and evaluated exams (written and hands-on) as well as laboratory exercises for classes with enrollment of 25 students. Taught the following classes: entry level programming (BASIC), Introduction to Computers for non-programming students, Systems Analysis (structured and object-oriented), and Microsoft Office applications.

\* Self-taught new technologies in HTML/web design and object-oriented systems analysis and design to teach courses in these subjects

\* Evaluated and recommended textbooks to management for use as uniform text adoption in future courses.

\* Advised management of curriculum changes to computer information systems course of study.

**Education**

**Doctor of Education (Adult Education)**  
*Northern Illinois University DeKalb, IL* Dec '10

**Master of Business Administration (Information Systems)**  
*University of Wisconsin - Parkside Kenosha, WI* May '88

**Bachelor of Science (Computer Science)**  
*Iowa State University Ames, IA* Feb '78

**Publications**

Humor in the Classroom: Stu's Seven Simple Steps to Success, College Teaching, (Winter, 2006)

**Papers Presented at Conferences**

The Effect of the Digital Divide on Online Education, 17th Annual African American/ Latino(a) Adult Education Research Symposium, Chicago, IL, 2008

Online Humor: Oxymoron or Strategic Teaching Tool, Midwest Research to Practice Conference, St. Louis, MO, 2006

Assistant Editor for Proceedings, 15th Annual African American/ Latino(a) Adult Education Research Symposium, Chicago, IL, 2006

**References**

**Dr. Gene Roth**, Distinguished Teaching Professor; Counseling, Adult and Higher E  
 Northern Illinois University  
 (815) 753-1306  
 groth@niu.edu

**Dr. Lisa Baumgartner**, Professor; Counseling, Adult and Higher Education Department  
 Northern Illinois University  
 (815) 753-8168  
 lbaumgartner@niu.edu

**Susan Wallace**, Dean of Academic Affairs - retired  
 DeVry University  
 (630) 690-8813  
 susangwallace@comcast.net

**Beth McFarland**, former colleague  
 DeVry University  
 630-668-9296  
 bmcwil2002@yahoo.com

## CHRISTOPHER L. STOCKDALE

~~1000 Elm St~~  
~~Vermillion, SD 57069~~  
~~(605) 309-2397~~  
~~christstockdale@gmail.com~~

### Education

M.A. in English                      California State University - Sonoma,  
May 2012

B.S. in English                      Southern Illinois University Carbondale,  
*summa cum laude*                      December 2005

### Teaching and Administrative Positions

2013 - Present                      *Adjunct Instructor*, English Composition and Literature,  
Colorado Technical University - Sioux Falls

2012 - Present                      *Teacher Education Supervisor*, English and Social Studies,  
The University of South Dakota

2010-2012                          *Teaching Associate*, Developmental Reading and Composition,  
California State University - Sonoma

2007-2010                          *Faculty (tenured)*, English Language and Literature,  
Yokuts High School - Tachi Yokut Tribe

2005-2007                          *Faculty*, English Language, Literature, and Humanities,  
Avenal High School - Reef-Sunset Unified School District

2004-2005                          *Direct Support Personnel*, Family Counseling Center, Inc.

### Courses Taught

***Composition and Critical Thinking*** (1 section, enrollment 5)

Students learn how to write and speak to make a point; how to employ grammar, vocabulary and logical thinking; and how to choose suitable topics for writing.

***Composition: Writing and Research*** (1 section, enrollment 6)

Students write progressively complex papers, perform college-level research, and write essays that convey information, make a point, or provide an opinion.

***Literature: A Reflection of Life*** (1 section, enrollment 9)

Students learn how to read texts for the essential elements of expression, voice, form, theme and character, and how to articulate a response to literature.

*First Year Composition - Developmental* (4 sections, enrollment 16-25)  
Includes training in college-level analytical reading skills and expository writing, with particular emphasis on persuasive writing and research skills.

*First Year Experience* (1 section, enrollment 25)  
Enhances academic skills, personal skills and knowledge about campus resources to facilitate successful transition from high school to college.

*English Enrichment* (10 sections, enrollment 20-35)  
Developmental reading and writing instruction for high school freshman and sophomores.

*World Literature* (12 sections, enrollment 20-35)  
A survey of literature from around the world for high school sophomores.

*Humanities: Special Topics* (1 section, enrollment 15)  
A study of the literature, history, art, music and philosophy of China.

*World History, Culture, and Geography: The Modern World* (2 sections, enrollment 20)  
A survey course for high school sophomores.

*Survey: Early British Literature* (1 section, enrollment 35) - Teaching Assistant  
From the Anglo-Saxon period to the end of the Eighteenth Century. Focus is on major authors in their cultural context.

*Introduction to Linguistic Studies* (1 section, enrollment 35) - Teaching Assistant  
A survey of various linguistic approaches to the study of languages.

### **Professional Service**

- |           |  |
|-----------|--|
| 2010-2012 | <i>Chair</i> , English Graduate Student Colloquium Series, California State University - Sonoma            |
| 2010-2012 | <i>Member</i> , Graduate Studies Subcommittee (Educational Policies), California State University - Sonoma |
| 2007-2010 | <i>Vice President</i> , School Site Council, Yokuts High School  |
| 2006-2007 | <i>Chair</i> , Western Association of Schools & Colleges (WASC) Self-Study Committee, Avenal High School   |
| 2006-2007 | <i>School Site Representative</i> , California Teachers Association  |
| 2006-2007 | <i>Member</i> , District Assistance and Intervention Team, Reef-Sunset Unified School District             |

## Conference Presentations

- April 2012 "Pictures/Places/Things" w/Lauren A. Benjamin. *Graduate Student Symposium*, California State University - Sonoma, Rohnert Park, CA.
- March 2012 "'...many other wild animals, and also tigers.': Human Place and Monstrous Space in the *Letter of Alexander*." *Medieval Association of the Pacific*, Santa Clara, CA.
- October 2011 "Veterans in Academe: Art, Politics and the False Security of the G.I. Bill." *War and Peace Lecture Series*, California State University- Sonoma, Rohnert Park, CA.
- September 2011 "American Indian Education: Teaching and Learning on the Reservation." *Guest Lecture*, California State University - Sonoma.
- May 2011 "An Evening with the Stonecutter: Brothers of Words and War." *Graduate Student Symposium*, California State University - Sonoma, Rohnert Park, CA.
- April 2011 "Hope and Fear: Word and Image in the Beowulf Manuscript's *Marvels of the East*." *Medieval and Renaissance Students' Association*, California State University - Long Beach, CA.
- May 2010 "Engaging Students in the English Classroom." *California Continuation Education Association State Conference*. Los Angeles, CA.

## Volunteer Experience

- 2009 *Camp Counselor*. Camp Mountain High, United Cerebral Palsy
- 2007 *Event Judge*: Kings County Academic Decathlon, Kings County Office of Education

## Professional Affiliations

- 2013-Present History of Education Society, Member.
- 2012-Present American Educational Research Association, Member.
- 2010-Present Modern Language Association, Member.

## Specialized Training

- 2012            *Charlotte Danielson Framework for Teaching*, The University of South Dakota
- 2012            *Co-Teaching and Supervision of Instruction*, The University of South Dakota
- 2010            *Rhetoric and Composition Professional Development Seminar*, California State University - Sonoma
- 2008            *Closing the Achievement Gap*, Multicultural America, Inc.
- 2007            *Mathematics and Reading Professional Development Program*, California Department of Education
- 2006            *Beginning Teacher Support & Assessment Program*, California Department of Education
- 2004            *Brown vs. Board of Education "Teach-In,"* Southern Illinois University Carbondale
- 2001            *Primary Leadership Development Course*, 7th Army Noncommissioned Officer Academy

## References

- Kristine Reed, Assistant Dean, The University of South Dakota  
email: [kreed@usd.edu](mailto:kreed@usd.edu)                      phone: (605) 677-6072
- Greta Vollmer, Professor of English, California State University - Sonoma  
email: [greta.vollmer@sonoma.edu](mailto:greta.vollmer@sonoma.edu)                      phone: (707) 664-2504
- Brantley Bryant, Assistant Professor of English, California State University - Sonoma  
email: [brantley.bryant@sonoma.edu](mailto:brantley.bryant@sonoma.edu)                      phone: (707) 664-2442

**Abul K. Shaifullah**

~~325 Prantle Ave, Vermillion, SD 57069~~  
~~Abul.K.Shaifullah@gmail.com 605-677-0117~~

**MA(Math) BS(Physics) Network+ Skill(C++, Java, SQL, CGI, Matlab, Assembly, ColdFusion)**

**OBJECTIVE** Ph.D. Candidate (Dec, 2011). Experiences in research, teaching and programming. Seeking teaching position in computer science, math or natural science areas.

**EXPERIENCE****Graduate Research Assistant**

09/2009 - present Computer Science, University of SD Vermillion, SD  
 Graduate Research Assistant for Computational Science and Statistics program at The University of SD. Perform research in numerical analysis and computational finance. Manage Getting American Indians to Information Technology (GAIN-IT) grant.

**Programmer/Analyst**

06/2006 - 06/2009 ITS, USD Vermillion, SD  
 Programmer/Analyst for Information Technology Services at USD Design, Implement and maintain USD's online course management system (WebCT, D2L). Design, develop and maintain USD student portal (uPortal). Support and maintain all the existing ITS applications. Provide technical support and customer service for USD faculties and students.

**Tech Coordinator / Network Administrator / Webmaster**

10/2002 - 06/2006 Mid-Central educational Coop Platte, SD  
 Tech Coordinator / Network Administrator / Webmaster for Mid-Central and Dakota Interactive Academic Link (DIAL). Design, Implement and maintain Computer Network for Mid-Central Educational Cooperative and Coop schools, design and develop website for the DIAL and South Dakota Education Service Agencies(ESA). Provide Tech support for Mid-Central, DIAL, ESA and Virtual school employees. Implement and maintain web servers for Mid-Central and OCETI.

**Emergency Medical Technician (Volunteer)**

01/2005 - 06/2006 Platte Ambulance Service Platte, SD  
 Serving as a certified Emergency Medical Technician for Platte Ambulance Service

**Instructional Designer / Webmaster**

10/2001 - 09/2002 USD Biomedical Science Vermillion, SD  
 Instructional designer / Webmaster for Biomedical Research Infrastructure Network (BRIN) Design and develop educational modules for online and offline delivery also design and develop and maintain BRIN sites.

**Webmaster**

04/2001 - 10/2001 USD Biomedical Science Vermillion, SD  
 Webmaster for Division of Biomedical science at USD Design and develop website for the division of basic biomedical science at USD

**Graduate Assistant**

12/1999 - 04/2001 CIDD @ USD Vermillion, SD  
 Assist Faculty and staff using different software and developing online educational modules, develop and teach training sessions on HTML ,Dreamweaver, WebCT, and FrontPage.

**Lab Instructor**

8/1999 - 1/2000 Physics Department, USD Vermillion, SD  
 Teaching and grading two sections of college Physics lab.

**Tutor**

4/1994 - 12/1998 USD Student Support Services Vermillion, SD  
 Tutored for: algebra, linear algebra, calculus, physics, chemistry and computer science.

**EDUCATION****Doctor of Philosophy candidate ( expected day of completion 12/2011)**

12/2011 University Of South Dakota US-South Dakota-Vermillion,  
 Doctor of Philosophy (ABD) in Computational Science and Statistics with emphasis in Computational Finance. **Dissertation Topic:** Numerical modeling of the Black-Scholes equation and volatility smile for American options using recursive Taylor series

**Master's Degree**

5/2002 University Of South Dakota US-South Dakota-Vermillion,  
 Masters of Arts in Mathematics with emphasis on Physics and Computer Science

**Bachelor's Degree**

5/1999 University of South Dakota US-South Dakota-Vermillion  
 Bachelors of Science in Physics with emphasis on Mathematics and Computer Science.

SKILLS	Skill Name	Skill Level	Last Used	Experience
	DOS & Windows	Advance	Currently using	15 years
	HTML	Advance	Currently using	10 years
	Dreamweaver & Flash	Advance	Currently using	8 years
	Microsoft Office products	Advance	Currently using	12 years
	Networking	Advance	Currently using	7 years
	Windows NT & Servers	Advance	Currently using	7 years
	Apache, PHP, SQL	Intermediate	2 years ago	5 years
	OS X (Client & Server)	Advance	4 years ago	5 years
	C++	Advance	Currently using	8 years
	Java	Intermediate	2 years ago	2 years
	Matlab	Intermediate	Currently using	4 years
	Assembly	Beginner	3 years ago	2 year

## Reference

### Jay Mark Pike

Assistant Dean  
 KSU Libraries & Media Services  
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### Holly R. Straub

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 USD College of Arts and Sciences  
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### Dan Guericke

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 Ph# 605-337-2636  
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 USD Computer Science Department  
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**JESSICA C. ANTONELLIS**  
College of Education, University of Arizona  
Tucson, Arizona

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**Education**

- August 2011**  
*(expected)*      **University of Arizona** (Tucson, Arizona)  
Ph.D. Candidate, Teaching and Teacher Education, American Indian Studies (minor)  
*Curriculum Development for Cultural Relevance: Investigating the Process of Creating Meaningful Experiences in the Tribal College Science Classroom*  
Dr. Alberto Arenas & Dr. Walter Doyle, co-chairs
- May 2007**      **University Teaching Center, University of Arizona** (Tucson, Arizona)  
Certificate in College Teaching
- Dec. 2000**      **Mount Holyoke College** (South Hadley, Massachusetts)  
B.A., Astrophysics  
*Magna cum laude*
- Fall 2000**      **Columbia University's Biosphere 2 Center** (Oracle, Arizona)  
Universe Semester

**Teaching Experience**

- 2009-present**      **University of Arizona, Tucson, Arizona**  
*Graduate Teaching Assistant, Department of Astronomy*  
ASTR 202: "Life in the Universe," with S. Kim (2011- 2010) and C. Impey (Spring 2010)  
NATS 102: "The Physical Universe," with T. Fleming (Fall 2009) and J. Eisner (Spring 2009)
- Facilitated in-class activities
  - Maintained student grade records
  - Graded written assignments
  - Held office hours to provide additional student assistance
- 2007-2009**      **Tohono O'odham Community College, Sells, Arizona**  
*Math 086, 092, 122 & 142 Instructor*
- Developed curriculum
  - Created syllabus and exams
  - Provided formative and summative assessment to students
  - Held office hours to provide additional student assistance
- Physics 121 Instructor*
- Developed curriculum and co-created syllabus with students
  - Designed laboratory experiences
  - Provided instruction to college and dual-enrolled high school students
  - Worked with tribal elder to create culturally-relevant unit
- Student Development Team Internship Leader*
- Worked with a team of college students to gather their input on the development of the Physics 121 curriculum
  - Solicited student input about teaching styles, learning styles, student expectations of courses, and student needs

Summer 2007

**Upward Bound Diné College, Tsaile, Arizona**

*Physics Instructor, Grades 9-12*

- Designed curriculum and syllabus
- Provided instruction to 30 students from the Navajo Nation
- Assigned and graded science journals and reflections
- Assisted students in preparing and presenting a family science night

Spring 2007

**University of Arizona, Tucson, Arizona**

*Co-Instructor, Department of Teaching & Teacher Education*

TTE 324: "Teaching Science and Health in Elementary School" with A. Ritchie

- Assisted in creating syllabus
- Organized and implemented in-class science activities
- Presented science education content
- Graded student reflections and papers

Fall 2006

**University of Arizona, Tucson, Arizona**

*Graduate Teaching Assistant, Department of Planetary Sciences*

NATS 101: "The Earth and Its Environment" with A. Pavlov

- Provided assistance to students
- Graded homework and exams
- Maintained grade spreadsheet

Fall 2005

**University of Arizona, Tucson, Arizona**

*Co-Instructor, Department of Language, Reading & Culture*

LRC 297B: "Connections: Making the Most of the University Experience" with K. Francis-Begay

- Co-instructor for section exclusively for American Indian freshmen
- Co-created syllabus and exams
- Received Dean of Students grant for a class cultural event
- Attended extra-curricular events with students
- Graded homework, exams and presentations

2003-2005

**University of Arizona, Tucson, Arizona**

*Graduate Teaching Assistant, Department of Astronomy*

NATS 102: "The Physical Universe" with G. and M. Rieke (2005) and E. Prather (2003)

- Facilitated in-class tutorials
- Graded labs and in-class activities
- Maintained course website on webct (2003)
- Provided assistance to students

ASTR 204: "Great Debates in Astronomy" with R. Poss (2004)

- Graded and assisted in creating exams
- Managed course website on astronomica.org
- Provided assistance to students

### Professional Experience

Summer 2009

**Community of Astronomy Teaching Scholars (CATS), University of Arizona, Tucson, Arizona**

Summer 2010

*Graduate Research Assistant*

Prepared end-of-year reports in 2009 and 2010 to the project's granting agency, the National Science Foundation, via the web-based FastLane program. In 2009, developed a summative evaluation plan for the PIs' use at the completion of the project. Prepared an application to the University of Arizona Institutional Review Board on behalf of the summative evaluation plan.

- 2008-2010**                    **Astronomy Department, University of Arizona, Tucson, Arizona**  
*Graduate Research Assistant*  
 Developed coding schema to analyze qualitative data from student survey data collected from the Astronomy Department over the course of twenty years. Coded open-ended responses to four questions designed to benchmark students' science literacy.
- 2007-2008**                    **Early Academic Outreach, University of Arizona, Tucson, Arizona**  
*Graduate Assistant, Mathematics, Science, Engineering Achievement (MESA) Program*  
 Developed curriculum for middle and high school programs, and created and maintained a database of lesson plans for MESA Advisors. Developed workshops for MESA advisor training workshops and assisted with student engineering events.
- 2005-2006**                    **NASA Astrobiology Institute**  
*Evaluator, "NASA and the Navajo Nation" Project*  
 Evaluated a collaboration among NASA partners and Navajo Nation educators and legislators to create culturally relevant astronomy and astrobiology materials that integrated NASA science and Navajo cultural teachings.
- 2005-2006**                    **Dean of Students Office, University of Arizona, Tucson, Arizona**  
*Graduate Research Associate*  
 Member of the Millennial Student (Diversity) Project research team (Spring 2005-present), and assisted in data analysis and reporting for the Boyer Partnership Assessment Project, Students and Neighbors Project, and University of Arizona Campus Climate 2006. Involved in research design planning for the Academic Integrity Study.
- 2003-2005**                    **Flandrau Science Center, Tucson, Arizona**  
*Evaluator, Revealing the Invisible Universe Project*  
 Evaluated an internship in which University of Arizona undergraduates spent a year with the Science Center, learning about a cutting-edge science topic and creating and implementing programs on the topic for middle school audiences. Evaluated undergraduate learning by creating and administering pre and post measures; observed and documented sessions; compiled and analyzed data to create evaluation reports each semester.
- 2003-2004**                    **National Optical Astronomy Observatory, Tucson, Arizona**  
*Graduate Research Assistant*  
 Assisted in developing website of Tohono O'odham astronomy knowledge and resources. Summarized and reviewed relevant books and articles and created documents related to teaching astronomy on the reservation.
- 2001-2002**                    **Harvard-Smithsonian Center for Astrophysics, Cambridge, Massachusetts**  
*Data Processor, Chandra X-ray Observatory*  
 Utilized automatic processing programs to analyze data received from the satellite. Trained in validation & verification of mechanical and faulty observations. Trained in systems backups.

**Reformed Teaching Observation Protocol (RTOP) Experience**

- 2007-2008**                    **Math/Science Partnership – Project PRISE (20 teacher observations)**
- Spring 2007**                    **Math/Science Partnership – Tuba City (7 teacher observations)**

**Teacher Preparation Workshop Contributions**

- 2007**                    **Promoting Inquiry through Science Education Workshop – Pinon, Arizona**
- More Than Magnifiers

- 2007**            **Increasing Teacher Quality Summer Workshops** (assisted) – Tucson Unified School District, Arizona
- Investigations in Physical Science
  - Earth History
  - Astronomy
- 2004-2005**      **Great Explorations in Math and Science Workshops** – Tucson, Nogales, Safford and Sells, Arizona
- Stories in Stone
  - Moons of Jupiter
  - Oobleck: What Do Scientists Do?
- 2005**            **United Tribes Technical College Summer Education Institute** – Bismarck, North Dakota
- Watching the Night Sky
  - Lunar Timekeeping
  - Kinesthetic Astronomy
  - Astrobiology
  - Invisible Universe

### Publications

- Sugarman, H., Impey, C., Buxner, S., **Antonellis, J.** (Accepted). Astrology beliefs among undergraduate students. *Astronomy Education Review*.
- Antonellis, J.**, Buxner, S., Impey, C., Sugarman, H. (Submitted). Surveying Science Literacy among Undergraduates: Insights from Open-Ended Responses. *Journal of College Science Teaching*.
- Antonellis, J.** (Submitted). Third space for cultural relevance and conceptual understanding in the tribal college science classroom. American Indian College Fund.
- Antonellis, J.**, Brogt, Dokter, E., Buxner, S., Foster, T. (Submitted). Regulations and ethical considerations for working with human participants in physics and astronomy education research. Invited chapter for *Getting Started in Physics Education Research*, edited by C. Henderson and K. A. Harper (American Association of Physics Teachers, College Park, MD, 2009), Reviews in PER Vol. 2.
- Impey, C., Buxner, S. **Antonellis, J.**, Johnson, E. & Courtney, K. (2011). A twenty-year survey of science literacy among college undergraduates. *Journal of College Science Teaching*, 40(4), 31-37.
- Brogt, E., Foster, T., Dokter, E., Buxner, S., & **Antonellis, J.** (2009). Regulations and ethical considerations for astronomy education research III: A suggested code of ethics. *Astronomy Education Review*, 7(2), 57-65.
- Brogt, E., Dokter, E., **Antonellis, J.**, & Buxner, S. (2008). Regulations and ethical considerations for astronomy education research II: Resources and worked examples. *Astronomy Education Review*, 6(2), 99-110.
- Brogt, E., Dokter, E., & **Antonellis, J.** (2007). Regulations and ethical considerations for astronomy education research. *Astronomy Education Review*, 6(1), 43-49.

### Contributed Presentations

- Wenger, M., **Antonellis, J.**, Buxner, S., Dokter, E. (2011, January 23). Identity and issues of power in science education research (Symposium). Narrative, Arts-Based and "Post" Approaches to Social Research, Tempe, Arizona.
- Antonellis, J.**, Grater, S. (2010, May 1). Making connections: Native undergraduates' co-construction of a culturally relevant science curriculum. American Educational Research Association Annual Meeting, Denver, Colorado.

- Antonellis, J., Grater, S.** (2010, April 22). Integrating culture into science curricula: Student and faculty perspectives. The College Board's Native American Student Advocacy Institute, Albuquerque, New Mexico.
- Antonellis, J.** (2010, March 22). Working together for student success: The development of a culturally-relevant science curriculum for a tribal college. National Association for Research in Science Teaching Annual International Conference, Philadelphia, Pennsylvania.
- Newberry, T., Antonellis, J., Daniel, J., Juan, A.** (2009, May 18). Culturally relevant science curricula: Improving science education for Native American students. The College Board's Native American Student Advocacy Institute, Tucson, Arizona.
- Levine-Donnerstein, D., Ousley, M., Antonellis, J.** (2009, April 14). Differences in students' perspectives on diversity and social distance. American Educational Research Association Annual Meeting, San Diego, California.
- Ousley, M., Levine-Donnerstein, D., Antonellis, J.** (2008, May 25). Rethinking diversity in higher education. Annual Forum of the Association for Institutional Research, Seattle, Washington.
- Carroll, M. & Antonellis, J.** (2008, May 21). Science education for Native students: Critical factors for student success. College Board's Native American Student Advocacy Institute, Tsaile, Arizona.
- McEntyre, R., Jensen, R., Grzybowski, E., Antonellis, J., Berendzen, J.** (2006, October 19). Cosmic evolution: We are made of stardust. Area Conference of the National Science Teachers Association, Omaha, Nebraska.
- Scalice, D., Klug, S., Antonellis, J., Carron, A.** (2006, September 18). NASA and the Navajo Nation: Bringing astrobiology to a Native American community. Annual Meeting of the Astronomical Society of the Pacific, Baltimore, Maryland.
- Antonellis, J.** (2006, April 4). Undergraduates teaching science: Project-based learning in the museum. Annual Meeting of the National Association for Research in Science Teaching, San Francisco, California.
- Ousley, M., Cook Francis, L., & Antonellis, J.** (2005, December 9). Millennials on diversity: Assessing diversity perspectives. NASPA Student Affairs Multicultural Institute, Las Vegas, Nevada.
- Ousley, M., Cook Francis, L., & Antonellis, J.** (2005, November 7). Millennials on diversity. Twelfth National Conference on Students in Transition, Costa Mesa, California.
- Cruz, G., Ousley, M., Ramos, S., & Antonellis, J.** (2005, October 7). Millennials on diversity: Unraveling the tapestry. Annual Meeting of the American Council on Education, Phoenix, Arizona.
- Noel-Storr, J., Antonellis, J., Baleisis, A., Buxner, S., Wenger, M., Williams, M.** (2005, April 9). Building better programming through research. 23<sup>rd</sup> Annual Conference of the Museum Association of Arizona, Yuma, Arizona.
- Cannella, C., Antonellis, J., Schwartz, A.** (2005, March 5). Shelter from the storm: Culturally responsive teaching in an age of standardization. Language at the Borders Spring Conference, Tucson, Arizona.
- Antonellis, J., Wenger, M., Easley, C., Gerstle, T., Straub-Lopez, K., Streb, S.** (2004, October 1). How field trips can work for you! Annual Conference of the Arizona Science Teachers Association, Mesa, Arizona.
- Antonellis, J., Colodner, D., Falk, L.** (2003, September 20). Electronic detectives of the future and past. Arizona Association of Environmental Education Workshop, Tucson, Arizona.
- Antonellis, J., Colodner, D., Falk, L., Liddelow, M., Pompea, S.** (2003, August 6). Electronic detectives of the future and past. American Association of Physics Teachers Annual Summer Meeting, Madison, Wisconsin.

## **Poster Presentations**

- Levine-Donnerstein, D., Ousley, M., Antonellis, J., Nicolazzo, Z. (2010, August 12). Perceptions of tolerance, witnessed sexual orientation-based prejudice, and LGBT civil rights. Annual Conference of the American Psychological Association, San Diego, California.
- Buxner, S., Antonellis, J., Impey, C. (2010, July 31 - August 4). A 20-year study of undergraduate astronomy students' beliefs and knowledge in science and technology. Astronomical Society of the Pacific Cosmos in the Classroom National Symposium, Boulder, Colorado.
- Levine-Donnerstein, D., Antonellis, J., Ousley, M., Nicolazzo, Z. (2010, May 2). Undergraduates' sexual orientation-based prejudice in the context of a university environment. American Educational Research Association Annual Meeting, Denver, Colorado.
- Buxner, S. R., Antonellis, J., Impey, C. D. (2010, March 23). A long-term study of undergraduates' science literacy: Exploring responses to policy-driven survey items. Annual Meeting of the National Association for Research in Science Teaching, Philadelphia, PA.
- Buxner, S., Antonellis, J., Impey, C., CATS. (2010, January 5). Twenty-year survey of scientific literacy and attitudes toward science – Investigating the relationship between students' knowledge and attitudes. American Astronomical Society 215<sup>th</sup> Meeting, Washington, D.C.
- Impey, C.D., Buxner, S.R., Antonellis, J., King, C., Johnson, E., CATS. (2010, January 5). Measuring science literacy in college undergraduates. American Astronomical Society 215<sup>th</sup> Meeting, Washington, D.C.
- Sugarman, H., Impey, C., Buxner, S., Antonellis, J. (2010, January 5). Twenty-year survey of scientific literacy and attitudes toward science: Students' acceptance of astrology and pseudoscience. American Astronomical Society 215<sup>th</sup> Meeting, Washington, D.C.
- Levine-Donnerstein, D., Ousley, M., & Antonellis, J. (2009, August 6). Differences in perceptions on sexual orientation by gender and ethnicity. Annual Conference of the American Psychological Association, Toronto, Canada.
- Antonellis, J. (2009, April 15). Culturally-relevant science education: Native students' interactions with curriculum. American Educational Research Association Annual Meeting, San Diego, California.
- Antonellis, J., Ousley, M., Levine-Donnerstein, D. (2009, April 15). An exploration of the interplay of student characteristics and perceptions of diversity. American Educational Research Association, San Diego, California.
- Impey, C., Antonellis, J., Johnson, E., King, C. (2009, January 5). Twenty-year survey of scientific literacy and attitudes toward science: An overview. American Astronomical Society 213<sup>th</sup> Meeting, Long Beach, California.
- Antonellis, J., Impey, C., Johnson, E., King, C. (2009, January 5). Twenty-year survey of scientific literacy and attitudes toward science: Qualitative analysis. American Astronomical Society 213<sup>th</sup> Meeting, Long Beach, California.
- Ousley, M., Levine-Donnerstein, D., Antonellis, J. (2008, August 15). Exploring influences of student perceptions of diversity on social justice. American Psychological Association Convention, Boston, Massachusetts.
- Buxner, S., Brogt, E., Dokter, E., Antonellis, J. (2007, September 6). Understanding the regulations and ethical considerations for astronomy education research. Astronomical Society of the Pacific Education and Public Outreach Conference, Chicago, Illinois.
- Brogt, E., Dokter, E., Antonellis, J., Buxner, S. (2007, August 3). Regulations and ethical considerations for astronomy education research. Astronomical Society of the Pacific Cosmos in the Classroom National Symposium, Los Angeles, California.

Antonellis, J., Scalice, D., Klug, S., Laval, B. (2006, September 18). Lessons learned from the 'NASA and the Navajo Nation' Project. Astronomical Society of the Pacific Annual Meeting, Baltimore, Maryland.

Antonellis, J., Wenger, M., Streb, S., Easley, C., Straub-Lopez, K., Gerstle, T. (2005, September 16). Infrared astronomy education for the museum public: Accessible science for all ages. Astronomical Society of the Pacific Annual Meeting, Tucson, Arizona.

Wenger, M., Antonellis, J. (2004, September 18). Undergraduate involvement in a science center: *Revealing the Invisible Universe*. Association of Science-Technology Centers Annual Meeting, San Jose, California.

### Evaluation Reports

Antonellis, J. (2003-2006). *Revealing the Invisible Universe*.

- *Project evaluation – 2005*, submitted to Dr. Debra Colodner, Flandrau Science Center, 18 December 2006. Evaluation of the final year of a year-long undergraduate internship program at Flandrau Science Center, in which undergraduates learn about a cutting-edge science topic in order to develop and implement programs on the topic to middle school audiences.
- *Project evaluation – Fall 2004*, submitted to Dr. Debra Colodner, Flandrau Science Center, 1 October 2005. Evaluation of the third semester of the second year of the program.
- *Project evaluation – Summer 2004*, submitted to Dr. Debra Colodner, Flandrau Science Center, 29 May 2005. Evaluation of the second semester of the second year of the program.
- *Project evaluation – Spring 2004*, submitted to Dr. Debra Colodner, Flandrau Science Center, 21 December 2004. Evaluation of the first semester of the second year of the program.
- *Project evaluation – Fall 2003*, submitted to Dr. Debra Colodner, Flandrau Science Center, 21 August 2004. Evaluation of the third semester of the first year of the program.
- *Project evaluation – Summer 2003*, submitted to Dr. Debra Colodner, Flandrau Science Center, 22 May 2004. Evaluation of the second semester of the first year of the program.
- *Project evaluation – Spring 2003*, submitted to Dr. Debra Colodner, Flandrau Science Center, 3 October 2003. Evaluation of the first semester of the first year of the program.

Antonellis, J. (2006). *NASA and the Navajo Nation*.

- *Field testing report* submitted to Daniella Scalice, NASA Astrobiology Institute, 1 June 2006. Evaluation of educational materials for the community night model developed by the NASA and the Navajo Nation project team, as enacted by members of the Navajo Nation community.
- *Mid-project evaluation report*, submitted to Daniella Scalice, NASA Astrobiology Institute, 28 January 2006. Evaluation of the development phase of the collaborative project among NASA partners and Navajo Nation educators and legislators to create culturally relevant astronomy and astrobiology materials that integrated NASA science and Navajo cultural teachings.

### Fellowships, Scholarships & Grants

*American Indian College Fund & Andrew W. Mellon Foundation Research Fellowship Program*

- Tribal College Faculty Research Fellowship (\$34,000, awarded for the 2009/2010 academic year).

*College of Education, University of Arizona*

- Travel Grant awarded to fund travel to present at the American Educational Research Association Annual Conference (\$500, awarded Spring 2010).
- Phi Delta Kappa Scholarship (\$500, awarded Spring 2009 for the 2009/2010 academic year).
- Robert F. Paulsen Scholarship (\$1000, awarded Spring 2008 for the 2008/2009 academic year).
- Mary & Maude Miller Scholarship (\$750, awarded Fall 2007 for the Spring 2008 semester).
- Rollah Aston Scholarship (\$750, awarded Fall 2007).
- Teach for Tucson Scholarship (\$500, awarded Fall 2004 for the Spring 2005 semester).

*Graduate College, University of Arizona*

- Graduate College Registration Fellowship (\$1000 per semester, awarded Spring 2008 for the 2008/2009 academic year).

*Graduate & Professional Student Council, University of Arizona*

- Travel Grant awarded to fund travel to present at the National Association for Research in Science Teaching Annual International Conference (\$500, awarded Spring 2010).
- Travel Grant awarded to fund travel to present at the Association for Institutional Research Annual Forum (\$500, awarded Spring 2008).
- Travel Grant awarded to fund travel to present at the Astronomical Society of the Pacific Annual Meeting (\$300, awarded Fall 2006).
- Travel Grant awarded to fund travel to present at the National Association for Research in Science Teaching Annual Conference (\$350, awarded Spring 2006).

*Mount Holyoke College Alumnae Association*

- Fellowship awarded to fund dissertation research (\$1350, awarded Fall 2007).

**Professional Memberships**

American Astronomical Society  
American Educational Research Association  
National Association for Research in Science Teaching  
National Indian Education Association

**Professional & University Service**

Jan. 2011	Facilitator, Graduate Assistants in Teaching Orientation
Fall 2010	Facilitator, Astronomy & Optics Camp for Students with Autism Spectrum Disorder Proposal Reviewer, American Educational Research Association Annual Conference
Spring 2009	Reviewer, Graduate & Professional Student Council Travel Grants, University of Arizona
2007-2009	University of Arizona Information Technology Student Advisory Board Member, January 2007 to August 2009 Chair, February 2007 to July 2007
Fall 2008	Proposal Reviewer, American Educational Research Association Annual Conference
Summer 2008	Reviewer, Graduate & Professional Student Council Travel Grants, University of Arizona
Spring 2007	SafeZONE Ally (University of Arizona)
Fall 2006	Proposal Reviewer, American Educational Research Association Annual Conference
Summer 2005	Presenter, United Tribes Technical College Summer Education Institute (Bismarck, ND)
2003-2004	Facilitator, Great Explorations in Math & Science (GEMS) Workshops (Tucson, Safford & Nogales, AZ)
Fall 2000	Project Astro Volunteer (Oracle, AZ)

**JODY L. WINGERT**

[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

Homer, NE 68030

**OBJECTIVE**

To obtain a position as math instructor

**EDUCATION**

Briar Cliff University  
Bachelor of Arts in Secondary Education  
Mathematics Major

May 2010  
3.8/4.0 Cumulative GPA

**STUDENT TEACHING**

East Middle School, Sioux City, IA  
Grade 7 Math and Pre-Algebra

Feb – May 2010

**PRACTICUM**

- Completed practicum hours at Sioux City area schools; Grade 7-12 mathematics
- Observed classroom management and techniques for developing students' mathematical competency
- Observed elementary ESL reading program
- Participated in Beyond the Bell, an afterschool program for elementary students
- Planned and conducted lessons in Geometry, Pre-Algebra, Algebra, Grade 6 advanced math and Grade 7 general math

**RELATED WORK EXPERIENCE**

Homer Community School, Homer, NE

**Paraprofessional, Grades 7-12, Special Education** Aug 2000 – May 2005

- Implemented curriculum set out by individual student's IEP
- Read tests to individual students
- Prepared students for exams by using memory devices
- Instructed students on proper social skills
- Followed behavior modification plans based on positive reinforcement
- Was instrumental in establishing AR Reading Program for the elementary/secondary students
- Helped with installation and set up of each individual classroom with the AR Reading Program
- Performed initial testing on students to assess reading level
- Performed maintenance and troubleshooting on the AR Computer Program
- Supervised elementary students during recess
- Supervised elementary students in computer lab
- Cross-trained for computer lunch program

**Paraprofessional, Grade 4**

Dec 2006 – May 2007

- Worked with teacher to carry out planned lessons
- Worked with teacher in assessment of students' learning
- Worked with individual students who needed help with organization and completing late assignments

**Substitute Teacher, Grades K – 12**

Jan 2008 – Feb 2009

- Followed teachers' lesson plans and used classroom management skills

**Long Term Substitute Grade 3**

Feb 2009 – May 2009

- Followed curriculum set up by the teacher in accordance with state standards
- Planned assignments and assessments
- Implemented behavior plans for students with behavior needs
- Helped organize and attended class field trips
- Helped organize celebration of Dr. Suess' Birthday for grades K – 6
- Performed standards testing

St. Augustine's Catholic School, Winnebago, NE

**Short Term Substitute (3 weeks) Grade 1**

Dec 2008

- Planned and carried out instruction for 1<sup>st</sup> grade classroom
- Participated in the weekly mass with the students

**HONORS AND AWARDS**

Academic Dean's List

Outstanding Math Student of the Year

**COMMUNITY INVOLVEMENT**

HIWAY Youth Volunteer

United Methodist Church, Homer, NE

- Church Volunteer
- Sunday School Teacher

References available upon request.

## Attachment O

<http://www.littlepriest.edu/images/HR/LPTCPersonnelPolMay2013.pdf>

1. drug and alcohol use, p.72, p.77
2. sexual abuse/harassment p. 11, p.71
3. military deployment refund, p.62
4. employee reporting of child abuse p. 22 (in reference to background checks)

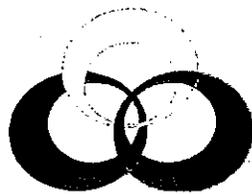


Little Priest Tribal College  
Audit Report  
For the Year Ended  
June 30, 2012



*Little Priest Tribal College*

*Upholding Tradition, Educating for Tomorrow*



**Kinner & Company, P.C.**  
Certified Public Accountants  
Taxes, QuickBooks &  
Investments

# LITTLE PRIEST TRIBAL COLLEGE

## Board of Trustees

JUNE 30, 2012

### Trustees

Norma Stealer	Chairman
Maunka Morgan	Vice-Chairman
Sharon Frenchman	Member
Caroline Frenchman	Member
Ann Downes	Member

# LITTLE PRIEST TRIBAL COLLEGE

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**KINNER & COMPANY, P.C.**  
**Certified Public Accountants**

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Darci Anderson  
Cindy Foerster  
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Carley Osland

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**INDEPENDENT AUDITORS' REPORT**

To the Board of Trustees of  
Little Priest Tribal College

We have audited the accompanying statements of financial position of Little Priest Tribal College, Winnebago, Nebraska (a nonprofit organization) as of June 30, 2012, and the related statement of activities, functional expenses and cash flow for the year then ended. These financial statements are the responsibility of the College's administration. Our responsibility is to express an opinion on these financial statements based on our audits. The prior year summarized comparative information has been derived from the College's 2011 financial statements, and, in our report dated March 7, 2012, we expressed unqualified opinions on the respective financial statements.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits obtained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Little Priest Tribal College as of June 30, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2012 on our consideration of the Little Priest Tribal College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

*Kinner & Company, P.C.*

Kinner & Company, P.C.  
Certified Public Accountants  
Brookings, South Dakota

November 12, 2012

# LITTLE PRIEST TRIBAL COLLEGE

## STATEMENT OF FINANCIAL POSITION

AS OF JUNE 30, 2012 AND 2011

<b>ASSETS</b>		
	<b>2012</b>	<b>2011</b>
<b>Current Assets</b>		
Cash	\$ 246,815.38	\$ 522,695.08
Investments	1,071,662.16	1,059,623.16
Accounts Receivable	468.32	2,592.93
Student Receivable (net of allowance)	109,370.43	117,101.23
Interest Receivable	284.92	-
Grant Receivable	195,367.36	156,341.98
Prepaid Expenses	5,314.40	
Total Current Assets	<u>1,629,282.97</u>	<u>1,858,354.38</u>
<b>Non-Current Assets</b>		
Buildings	5,536,628.48	5,119,164.20
Construction in Progress	-	26,308.50
Property and Equipment	1,283,325.56	1,146,668.43
Accumulated Depreciation	<u>(3,161,705.44)</u>	<u>(2,823,199.78)</u>
Total Non-Current Assets	<u>3,658,248.60</u>	<u>3,468,941.35</u>
<b>TOTAL ASSETS</b>	<u>\$ 5,287,531.57</u>	<u>\$ 5,327,295.73</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Contracts and Accounts Payable	\$ 160,353.31	\$ 114,449.64
Deferred Revenue	-	42,551.98
Accrued Payroll	45,662.73	103,910.62
Total Current Liabilities	<u>206,016.04</u>	<u>260,912.24</u>
<b>TOTAL LIABILITIES</b>	<u>206,016.04</u>	<u>260,912.24</u>
<b>NET ASSETS</b>		
Permanently Restricted		
Endowments	1,217,456.25	1,089,326.00
Net Assets - Unrestricted	<u>3,864,059.28</u>	<u>3,977,057.49</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 5,287,531.57</u>	<u>\$ 5,327,295.73</u>

Notes to the financial statements are an integral part of this report.

# LITTLE PRIEST TRIAL COLLEGE

## STATEMENT OF ACTIVITIES

FOR THE YEARS ENDED JUNE 30, 2012 AND 2011

	2012	2011
<b>REVENUES &amp; OTHER SUPPORT</b>		
Tuition & Fees	484,218.68	482,261.30
Tribal Appropriations	354,166.69	495,833.31
BIA Funds	685,311.50	590,498.00
Intergovernmental Revenues	2,870,493.28	1,667,799.73
State Aid	28,065.00	
Private Grants & Scholarships	233,911.00	240,069.50
Donations	3,682.00	20.00
Miscellaneous	46,295.86	47,080.69
Interest Income	12,337.97	12,880.10
<b>TOTAL REVENUES &amp; OTHER SUPPORT</b>	<b>4,623,481.98</b>	<b>3,536,442.63</b>
<b>EXPENSES</b>		
Personnel/Compensation	1,936,845.38	1,586,984.05
Payroll Expenses/Benefits	380,592.69	197,468.85
Legal and Accounting	50,832.77	47,582.00
Utilities	89,549.81	68,403.73
Insurance	13,216.60	7,927.00
Travel and Transportation	97,384.17	70,788.78
Staff Training and Conferences	20,137.29	15,716.93
Professional Memberships/Development	50,037.28	36,528.66
Dues and Subscriptions	10,722.00	3,396.75
Bad Debt Allowance	29,013.06	
Advertising	28,990.11	6,190.35
Interest	3,985.78	2,832.76
Maintenance/Repairs	40,233.10	50,409.75
Supplies	249,457.41	145,097.71
Equipment Rental/Leases	49,314.53	67,157.63
Vehicle Expenses	1,870.48	1,828.63
Consultant/Contractual Services	190,433.16	126,911.40
Recruitment	184.92	1,099.06
Scholarships, Awards & Incentives	912,015.62	789,818.05
Capital Improvement/Fund Raising	4,795.50	6,820.48
Other	106,337.62	128,887.64
Endowment Expense	95,000.00	95,000.00
Accreditation Expense	3,895.00	79.31
Depreciation	338,505.66	234,824.62
<b>TOTAL EXPENSES</b>	<b>4,703,349.94</b>	<b>3,691,754.14</b>
<b>Increase (Decrease) in Net Assets Before Other Financing Sources (Uses)</b>	<b>(79,867.96)</b>	<b>(155,311.51)</b>
Quasi Restricted Net Assets	95,000.00	95,000.00
<b>CHANGE IN NET ASSETS</b>	<b>15,132.04</b>	<b>(60,311.51)</b>
<b>NET ASSETS AT BEGINNING OF YEAR</b>	<b>5,066,383.49</b>	<b>5,126,695.00</b>
<b>NET ASSETS AT END OF YEAR</b>	<b>\$ 5,081,515.53</b>	<b>\$ 5,066,383.49</b>

Notes to the financial statements are an integral part of this report.

**LITTLE PRIEST TRIBAL COLLEGE**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEARS ENDED JUNE 30, 2012 and 2011**

	<b>2012</b>	<b>2011</b>
Cash Flows from Operating Activities		
Cash Inflows:		
From Students & Grantors	\$ 4,493,126.20	\$ 3,661,253.57
From Other	46,295.86	47,080.69
From Interest Income	12,053.05	15,266.12
Cash Outflows:		
To Employees and Individuals for Services	2,375,685.96	1,757,572.17
To Consultants for Services	241,265.93	174,493.40
To Scholarships	912,015.62	789,818.05
To Others for Expenses	853,535.39	642,714.53
<b>Net Cash Provided to Operating Activities</b>	<b>168,972.21</b>	<b>359,002.23</b>
Cash Flows from Financing Activities		
Cash Outflows		
To Purchase Property and Equipment	(527,812.91)	(209,715.48)
<b>Net Cash Provided (Used) by Financing Activities</b>	<b>(527,812.91)</b>	<b>(209,715.48)</b>
Cash Flows from Investing Activities		
Cash Inflows		
Increase in Restricted Assets	95,000.00	95,000.00
Cash Outflows		
To Purchase Investments	(12,039.00)	(160,296.73)
<b>Net Cash Provided (Used) by Investing Activities</b>	<b>82,961.00</b>	<b>(65,296.73)</b>
<b>Net Increase (Decrease) in Cash</b>	<b>(275,879.70)</b>	<b>83,990.02</b>
Cash at Beginning of Year	522,695.08	438,705.06
Cash at End of Year	<b>\$ 246,815.38</b>	<b>\$ 522,695.08</b>

RECONCILIATION OF INCREASE IN NET ASSETS TO  
NET CASH PROVIDED BY OPERATING ACTIVITIES

Increase (Decrease) in Net Assets	\$ (79,867.96)	\$ (155,311.51)
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Provided (Used) by Operating Activities:		
Depreciation	338,505.66	234,824.62
(Increase) Decrease in Accounts Receivable	9,855.41	(108,844.13)
(Increase) Decrease in Interest Receivable	(284.92)	2,386.02
(Increase) Decrease in Prepaid Expenses	(5,314.40)	
(Increase) Decrease in Due from Grantor Agencies	(39,025.38)	309,021.99
Increase (Decrease) in Accrued Wages	(58,247.89)	26,880.73
Increase (Decrease) in Accounts Payable	45,903.67	65,450.64
Increase (Decrease) in Deferred Revenue	(42,551.98)	(15,406.13)
<b>Net Cash Provided to Operating Activities</b>	<b>\$ 168,972.21</b>	<b>\$ 359,002.23</b>

Notes to the financial statements are an integral part of this report.

**LITTLE PRIEST TRIBAL COLLEGE**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**FOR THE YEARS ENDED JUNE 30, 2012 and 2011**

	2012		2011			
	Department Services	Other	Total Expenses	Department Services	Other	Total Expenses
Personnel/Compensation	\$ 947,504.65	\$ 989,340.73	\$ 1,936,845.38	\$ 1,014,179.46	\$ 572,804.59	\$ 1,586,984.05
Payroll Expenses/Benefits	238,901.44	141,691.25	380,592.69	113,297.43	84,171.42	197,468.85
Legal and Accounting	43,430.00	7,402.77	50,832.77	47,582.00	-	47,582.00
Utilities	89,549.81	-	89,549.81	68,403.73	-	68,403.73
Insurance	13,216.60	-	13,216.60	7,927.00	-	7,927.00
Travel and Transportation	19,333.79	78,050.38	97,384.17	17,302.25	53,486.53	70,788.78
Staff Training and Conferences	15,720.29	4,417.00	20,137.29	9,580.17	6,136.76	15,716.93
Professional Memberships/Development	21,243.00	28,794.28	50,037.28	2,544.00	33,984.66	36,528.66
Dues and Subscriptions	10,722.00	-	10,722.00	3,396.75	-	3,396.75
Bad Debt Allowance	29,013.06	-	29,013.06	-	-	-
Advertising	2,916.13	26,073.98	28,990.11	6,190.35	-	6,190.35
Interest	3,985.78	-	3,985.78	2,832.76	-	2,832.76
Maintenance/Repairs	39,041.42	1,191.68	40,233.10	49,438.01	971.74	50,409.75
Supplies	92,676.29	156,781.12	249,457.41	52,817.14	92,280.57	145,097.71
Equipment Rental/Leases	37,974.42	11,340.11	49,314.53	24,468.82	42,688.81	67,157.63
Vehicle Expenses	1,870.48	-	1,870.48	1,828.63	-	1,828.63
Consultant/Contractual Services	50,366.70	140,066.46	190,433.16	35,363.13	91,548.27	126,911.40
Recruitment	184.92	-	184.92	1,099.06	-	1,099.06
Scholarships, Awards & Incentives	26,313.77	885,701.85	912,015.62	18,962.87	770,855.18	789,818.05
Capital Improvement/Fund Raising	4,795.50	-	4,795.50	6,820.48	-	6,820.48
Other	19,626.94	86,710.68	106,337.62	92,084.10	36,803.54	128,887.64
Endowment Expense	-	95,000.00	95,000.00	95,000.00	-	95,000.00
Accreditation Expense	3,895.00	-	3,895.00	79.31	-	79.31
<b>Total Expenses Before Depreciation</b>	<b>1,712,281.99</b>	<b>2,652,562.29</b>	<b>4,364,844.28</b>	<b>1,671,197.45</b>	<b>1,785,732.07</b>	<b>3,456,929.52</b>
Depreciation	338,505.66	-	338,505.66	234,824.62	-	234,824.62
<b>Total Expenses</b>	<b>\$ 2,050,787.65</b>	<b>\$ 2,652,562.29</b>	<b>\$ 4,703,349.94</b>	<b>\$ 1,906,022.07</b>	<b>\$ 1,785,732.07</b>	<b>\$ 3,691,754.14</b>

Notes to the financial statements are an integral part of this report.

**LITTLE PRIEST TRIBAL COLLEGE**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2012**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

a. Reporting Entity:

Little Priest Tribal College is a non-profit corporation organized under the laws of the Winnebago Tribe of Nebraska. The College was organized in 1994 for the purpose of providing a two-year associate degree and to prepare students to successfully complete a degree at a four-year institution; as well as to provide language and culture classes and training opportunities for tribal employees. Classes at the College began in 1996.

The accompanying financial statements reflect the financial position and activities resulting from funds which are received, disbursed, or in the custody of the Little Priest Tribal College, as well as those resulting from programs financed with non-restricted funds over which Little Priest Tribal College exercises fiscal and administrative control.

The accompanying financial statements do not include any of the assets, liabilities or operations of the Winnebago Tribe of Nebraska, which is a separate and distinct entity, having its own governing board.

b. Basis of Accounting:

Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported in the financial statements. The books of Little Priest Tribal College are maintained on the accrual basis of accounting. Using this method, revenues are recognized when they are earned and expenses are recognized when they are incurred.

c. Basis of Presentation:

The College has adopted FASB Accounting Standards Codification FASB ASC 958-210-45, formerly known as Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations". Under the provision of FASB ASC 958-210-45, the College is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted net assets - Net assets that are not subject to donor-imposed stipulations.

Temporarily restricted net assets - Net assets subject to donor-imposed stipulations that will be met either by actions of the College and/or passage of time.

Permanently restricted net assets - Net assets subject to donor-imposed stipulations that they be maintained permanently by the College. Generally, the donors of these assets permit the College to use all or part of the income earned on related investments for general or specific purposes.

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expirations of temporary restrictions on net assets are reported as net assets released from restrictions.

**LITTLE PRIEST TRIBAL COLLEGE**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2012**

d. Concentration of Contributions:

The College receives approximately 63% of its annual budget from federal financial assistance.

e. Donated Assets:

Donated marketable securities and other noncash donations are recorded as contributions at their estimated fair market values at the date of donation.

f. Donated Property and Equipment:

Donations of property and equipment are recorded as contributions at their estimated fair value at the date of donation. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are recorded as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The College reclassifies temporarily restricted net assets to unrestricted net assets at that time.

g. Budget Controls:

All funds are managed with budgetary controls. Budgets are initially submitted to the Little Priest Tribal College board of trustees for approval. A budget modification process approves needed changes in budget line items.

The College's primary funding source is from federal and state grants and contracts, which have time periods that may or may not coincide with the College's fiscal year. These grants and contracts normally are for a twelve-month period; however, they can be awarded for periods shorter or longer than twelve months. Because of the school's dependency on federal and state budgetary decisions, revenue estimates are based upon the best available information as to potential sources of funding. The College formally approves the annual budget but greater emphasis is placed on complying with the grant budget, terms and conditions on a grant-by-grant basis. These terms and conditions usually specify the period during which costs may be incurred and outline budget restrictions or allowances.

h. Revenue Recognition--Grant and Contracts:

Revenue from grants and contracts are recognized as income, and expenses are incurred to the extent of the contract award. Expenses are recognized when incurred in accordance with provisions of the grants and contracts. Grant and contract revenue earned but not received is accrued as grants receivables. Any unexpended portions of federal grant/contract funds that have been received are recorded as deferred revenue.

Grant and contract revenues from federal and state sources are recognized when the College fulfills its substantive eligibility requirements for entitlement to such revenue. These requirements generally include the expenditure of funds for program costs and compliance with local cost-sharing requirements. Interest revenue is recorded in the financial statements when earned. Such income is normally earned when it is received.

# LITTLE PRIEST TRIBAL COLLEGE

## NOTES TO THE FINANCIAL STATEMENTS

### JUNE 30, 2012

i. Deposits, Other Investments and Cash Equivalents:

Deposits, which consist of checking, savings, money market accounts and certificates of deposit, are reported at cost, plus interest, if the account is of the add-on type.

The College maintains multiple accounts at a single financial institution in Nebraska. Interest bearing accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC insured) up to \$250,000. Non-interest bearing accounts have unlimited FDIC insurance through December 31, 2012. In addition, the financial institution maintains a bond in the amount of \$1,500,000 to insure balances which exceed the FDIC limit. Temporary investments are certificates of deposit held for more than 90 days and other financial instruments that are not intended to be held for more than one year.

All cash and investments with maturities of less than 90 days are considered cash equivalents for the statement of cash flows.

The carrying amount of bank deposits was \$1,318,477.54, of this \$145,794.09 is in the endowment savings account, and certificates of deposit was \$1,071,662.16 in the accounts at June 30, 2012. Investment deposits are reported at cost, plus interest, if the account is of the add-on type.

	<u>Bank Balance</u>
	<u>2012</u>
Insured (FDIC) Interest Bearing	\$ 250,000
Collateralized with pledge of securities	980,687
Non-Interest Bearing Accounts	144,007
Uncollateralized	0
Total Deposits	<u>\$ 1,374,694</u>

Little Priest Tribal College receives \$95,000 annually from Title III as an endowment. Annual contributions to match the endowment of \$95,000 from the College are scheduled to occur until June 30, 2013. After June 30, 2013 a minimum of 50% of the endowment earnings are required to be reinvested. The endowment income is invested in interest bearing certificates of deposit and in an endowment savings account. Interest earned on the restricted endowments are reinvested and treated as increases in unrestricted net assets.

The FASB codification 820-10-35-37 defines fair value, establishes a framework for measuring fair value in generally accepted accounting principals (GAAP), and expands disclosures about fair value measurements. Fair values for investments are determined by reference to quoted market prices and other relevant information generated by market transactions. Fair values of investments are measured on a recurring basis and on June 30, 2012 these investments consist solely of Certificates of Deposits which are considered level 1 investments – Quoted Prices in Active Markets for Identical Assets

	<u>Amount</u>	<u>Fair Value</u>
Quasi-endowments	1,217,456	1,217,456
Total	<u>\$ 1,217,456</u>	<u>\$ 1,217,456</u>

**LITTLE PRIEST TRIBAL COLLEGE**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2012**

j. Property and Equipment:

The College has established a capitalization policy of \$5,000. Property and equipment in excess of \$5,000 are capitalized and depreciated over estimated useful lives in the year purchased. Depreciation on all assets is provided on the straight-line basis.

All fixed assets are valued at historical cost or estimated historical cost.

k. Use of Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

l. Receivables:

All receivables are uncollateralized student receivables stated as the amount billed to the students of charges to students for tuition, fees and books. An allowance for bad debt of approximately 60% of the receivables over 360 days old is recorded.

Grant receivable is recognized when revenue is earned from federal and state programs; which is when the expenditure has been incurred before the funds have been received.

2. **NET ASSETS**

Unrestricted net assets represent the amount available for budgeting future operations. Any restricted net assets represent the amount that has been identified for specific purposes.

3. **FEDERAL INCOME TAX**

INCOME TAX STATUS

The College is a not-for-profit organization, which is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Donations to the College are deductible for income tax purposes.

UNCERTAIN TAX POSITION

Effective January 1, 2009, the College adopted ASC 740-10, guidance for accounting for uncertainty in income taxes. This guidance clarifies the recognition threshold and measurement requirements for income tax positions taken or expected to be taken in income tax returns. This includes positions that the entity is exempt from income taxes or not subject to income taxes on unrelated business income. Under the new standards, the College recognizes tax benefits from uncertain tax positions only if it is more likely than not that the tax positions will be sustained on examination by taxing authorities. Prior to October 1, 2009, the College accrued liabilities for uncertain positions if losses were probable and could be reasonably estimated. The College has identified no significant income tax uncertainties. The College is open to examination for tax years 2009 through 2012.

**LITTLE PRIEST TRIBAL COLLEGE**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2012**

**4. PROPERTY AND EQUIPMENT**

A summary of changes in capital assets for the years ended June 30, 2012 and June 30, 2011 are as follows:

	<u>Balance 6/30/11</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance 6/30/2012</u>
Buildings & Improvements	5,119,164	417,464		5,536,628
Construction in Progress	26,309		26,309	0
Equipment	<u>1,146,668</u>	<u>136,657</u>		<u>1,283,326</u>
Total Assets	<u>6,292,141</u>	<u>554,121</u>	<u>26,309</u>	<u>6,819,954</u>
Less Accum Depreciation for:				
Buildings & Improvements	2,061,249	143,046		2,204,295
Equipment	<u>761,951</u>	<u>195,460</u>	0	<u>957,411</u>
Total Accum Depreciation	<u>2,823,200</u>	<u>338,506</u>	<u>0</u>	<u>3,161,705</u>
Total Assets Being Depreciated, Net	<u>3,468,941</u>			<u>3,658,249</u>

	<u>Balance 6/30/10</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance 6/30/2011</u>
Buildings & Improvements	5,085,713	33,451		5,119,164
Construction in Progress	19,594	6,715		26,309
Equipment	<u>1,051,259</u>	<u>169,550</u>	<u>74,141</u>	<u>1,146,668</u>
Total Assets	<u>6,156,566</u>	<u>209,716</u>	<u>74,141</u>	<u>6,292,141</u>
Less Accum Depreciation for:				
Buildings & Improvements	1,933,230	128,019	0	2,061,249
Equipment	<u>729,286</u>	<u>106,806</u>	<u>74,141</u>	<u>761,951</u>
Total Accum Depreciation	<u>2,662,516</u>	<u>234,825</u>	<u>74,141</u>	<u>2,823,200</u>
Total Assets Being Depreciated, Net	<u>3,494,050</u>			<u>3,468,941</u>

**5. RETIREMENT PLAN**

The College has a simple 401(k) plan available to all employees. Employees may choose to participate by making elective salary deferral contributions up to \$17,000 in 2012 and \$16,500 in 2011. No amounts related to this retirement plan, are reflected in the financial statements, as all employee accounts are immediately 100% vested. The College's matching contribution for the year ended June 30, 2012 was \$6,735.04. The contribution for the year ended June 30, 2011 was made by the Tribe.

**LITTLE PRIEST TRIBAL COLLEGE**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2012**

**6. ANNUAL LEAVE**

All full time staff receive a vacation accrual based on length of employment. Accrued leave as of June 30, 2012 and June 30, 2011 is \$45,662.73 and \$38,362.85 respectively.

**7. RISKS AND UNCERTAINTIES**

The College is dependent on obtaining federal and state award programs. Expenditures financed by grants and contracts are subject to an audit resolution process on any audit findings that may be disclosed. If expenditures are disallowed due to noncompliance with grant provisions, the College may be required to reimburse the federal or state grantor agency. Unresolved audit findings should not have a material effect on the overall financial position of the College.

**8. SUBSEQUENT EVENTS**

The College did not have any subsequent events through November 12, 2012, which is the date the financial statements were available to be issued, for events requiring recording or disclosure in the financial statements for the fiscal year ended June 30, 2012.

**KINNER & COMPANY, P.C.**  
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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of  
Little Priest Tribal College

We have audited the financial statements of Little Priest Tribal College (a nonprofit organization) as of and for the year ended June 30, 2012, and have issued our report thereon dated November 12, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of Little Priest Tribal College is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered Little Priest Tribal College's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Little Priest Tribal College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We do not consider the deficiencies described in the accompanying schedule of findings and questioned costs as items 2012-1 and 2012-2 to be material weaknesses.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Little Priest Tribal College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Little Priest Tribal College in a separate letter dated November 12, 2012.

This report is intended solely for the information and use of management, the board of trustees, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Kinner & Company, P.C.*

Kinner & Company, P.C.  
Certified Public Accountants  
Brookings, South Dakota

November 12, 2012

**KINNER & COMPANY, P.C.**  
**Certified Public Accountants**

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS  
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR  
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE  
WITH OMB CIRCULAR A-133

To The Board of Trustees of  
Little Priest Tribal College

Compliance

We have audited Little Priest Tribal College's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (*OMB Circular A-133 Compliance Supplement*) that could have a direct and material effect on each of the College's major federal programs for the year ended June 30, 2012. Little Priest Tribal College's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Little Priest Tribal College's management. Our responsibility is to express an opinion on Little Priest Tribal College's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Little Priest Tribal College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Little Priest Tribal College's compliance with those requirements.

In our opinion, Little Priest Tribal College complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012. However, the results of our auditing procedures disclosed an instance of noncompliance with those requirements, which are required to be reported in accordance with OMB Circular A-133 and what is described in the accompanying schedule of findings and questioned costs as item 2012-2.

## Internal Control Over Compliance

Management of Little Priest Tribal College is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered Little Priest Tribal College's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Little Priest Tribal College's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

*Kinner & Company, P.C.*

Kinner & Company, P.C.  
Certified Public Accountants  
Brookings, South Dakota

November 12, 2012

**LITTLE PRIEST TRIBAL COLLEGE**  
**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL**  
**AWARDS**  
**June 30, 2012**

**1. BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Little Priest Tribal College and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presenting in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

**2. SUB-RECIPIENTS**

The Little Priest Tribal College provided federal awards to sub-recipients. Upon receipt of the federal education grant funds, Little Priest Tribal College remits the amounts to the students.

# LITTLE PRIEST TRIBAL COLLEGE

## SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

JUNE 30, 2012

Contractor/Grantor	Federal CFDA Number	Disbursements/ Expenses
<b>U.S. Department of the Interior</b>		
Assistance to Tribally Controlled Community College & Universities (BIA)	15.027	* \$ 588,998.00
<b>Total U.S. Dept. of the Interior</b>		<b>588,998.00</b>
<b>U.S. Department of Education (SFA Cluster)</b>		
Federal Supplemental Education Opportunity Grant (FSEOG)	84.007	5,632.00
Federal Pell Grant Programm (Pell)	84.063	431,606.01
<b>Total U.S. Dept. of Education</b>		<b>437,238.01</b>
<b>U.S. Department of Education (Project Grants)</b>		
Higher Education - Institutional Aid (Title III - Part A) P031T100316-11	84.031T	* 4,733.97
Higher Education - Institutional Aid (Title III - Part A) P031T108022-11	84.031T	* 362,258.05
Higher Education - Institutional Aid (Title III - Part F) P031T100416-11	84.031T	* 663,327.58
Endowment	84.031T	* 95,000.00
<b>Total U.S. Dept. of Education</b>		<b>1,125,319.60</b>
<b>Department of Health &amp; Human Services</b>		
HIV/AIDS Initiative	93.193	71,053.76
<b>Total Institute of Museum &amp; Library Services</b>		<b>71,053.76</b>
<b>National Science Foundation</b>		
Education & Human Resources (TCUP)	47.076	* 543,522.26
<b>Total National Science Foundation</b>		<b>543,522.26</b>
<b>U.S. Department of Agriculture</b>		
Tribal Colleges Education Equity Grant	10.221	51,619.25
Tribal Colleges Endowment Program (USDA Land Endowment)	10.222	69,945.00
Community Supported Agriculture & Economic Development (CSABD)	10.500	31,114.97
Bridging Resources in Agriculture, Energy, Health & Nutrition (BRAEHN)	10.221	62,658.38
Community Facilities Grant (Rural Development)	10.766	184,400.00
<b>Total U.S. Department of Agriculture</b>		<b>399,737.60</b>
<b>University of Nebraska PassThrough Grants</b>		
Nebraska Research Network in Functional Genomics (BRIN)	93.389	61,471.44
Energy Generation Operations Programs (Synergy)	17.275	6,509.00
<b>Total University of Nebraska Pass Through Grants</b>		<b>67,980.44</b>
<b>Total Federal Expenditures</b>		<b>\$ 3,233,849.67</b>

\* Denotes Major Programs

**LITTLE PRIEST TRIBAL COLLEGE**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2012**

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Section I - Summary of Auditor's Results

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**Financial Statements**

Type of auditor's report issued: unqualified.

Internal control over financial reporting:

- Material weakness(es) identified?      No

- Significant deficiencies identified that are not considered material weakness(es)?      None

Noncompliance material to financial statements noted?      No

**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified?      No

- Significant deficiencies identified that are not considered material weakness(es)?      None reported

Type of auditor's report issued on compliance for major programs:      unqualified

Any audit findings disclosed that are required to be reported in accordance section 510(a) of Circular A-133?      Yes

Identification of major programs:

CFDA

Numbers    Name of Federal Program

U.S. Department of Interior

15.027    Assistance to Tribally Controlled Community College & Universities

U.S. Department of Education

84.031T    Higher Education – Institutional Aid (Title III Part A & Part F, and Strengthening Institutions)

National Science Foundation

47.076    Education and Human Resources (TCUP)

Dollar threshold used to distinguish between Type A and Type B programs:      \$300,000

Auditee qualified as low-risk auditee?      No

**LITTLE PRIEST TRIBAL COLLEGE**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2012**

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Section II - Financial Statement Findings

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**CURRENT AUDIT FINDING(S) AND RECOMMENDATION(S)**

**2012-1 Bank Reconciliations**

Comment – During the audit we found that the payroll bank reconciliations are not done in a timely manner. In addition the College's software does not print a reconciliation report. The outstanding items for the bank reconciliations were calculated using a check register in comparison to the bank statements.

Recommendation – Procedures should be implemented to ensure bank reconciliations are performed in a timely manner. In addition, the College should get bank reconciliation reports written for the Jenzabar software.

Response – The College agrees with the finding. The College has implemented procedures for timely reconciliation of bank accounts. A customized reconciliation report from Jenzabar is currently in the programming process at Jenzabar.

Conclusion – Response accepted.

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Section III - Federal Award Findings and Questioned Cost

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**2012-2 National Science Foundation – Education and Human Resources Grant 47.076**

Comment – During the audit we found one expenditure which had been submitted twice for reimbursement and one deposit from NSF which had been received twice and not been refunded to the appropriate federal agency. The duplicate drawdown amount was \$3,824 and the duplicate revenue was \$47,288. These amounts have been scheduled for reimbursement to the National Science Foundation.

Recommendation – Procedures should be implemented to ensure that all supporting drawdown documentation has not been previously submitted and that revenues electronically deposited from federal granting agencies are verified with drawdown requests and documented when received so that a duplication of revenues can be returned immediately.

Response - The College agrees with the recommendation and has implemented controls to address the problem defined above. Actions taken include, recording of the expenditures as submitted for drawdown and a system of accounting for revenues deposited in reference to each drawdown.

Conclusion – Response accepted.

# LITTLE PRIEST TRIBAL COLLEGE

## SCHEDULE OF PRIOR AUDIT FINDINGS

### FOR THE YEAR ENDED JUNE 30, 2012

#### 2011-1 Financial Reporting

Comment - During the audit we identified transactions that were material that had not been posted into the software and/or had been posted incorrectly. The missing transactions were subsequently made by the College or adjusting entries were made to properly include these amounts in the financial statements.

#### Corrective Action Plan (CAP):

1. Action Planned in Response to Finding  
The College has designed procedures for coding, approval, entering of transactions and review of transactions before posting takes place. A purchase order requisition procedure has also been implemented to assure that all proper approvals are in place before ordering of materials.
2. Official Responsible for Ensuring Corrective Action Plan  
The Board of Trustees and management are responsible to carry out the plan.
3. Planned Completion Date for the Corrective Action Plan  
The corrective action was implemented by March 2012.
4. Plan to Monitor Completion of Corrective Action Plan  
The College President and Business Manager are responsible for monitoring the corrective action. The monitoring will be documented.
5. Conclusion  
Few transactions were found that were not posted properly. This finding is resolved.

#### 2011-2 Payroll

Comment – During the audit we identified numerous payroll transactions that had not been posted and/or had been posted incorrectly. The missing transactions were subsequently made by the College.

#### Corrective Action Plan (CAP):

1. Action Planned in Response to Finding  
The College recently made a decision to have a local CPA firm prepare the payroll and associated journal entries.
2. Official Responsible for Ensuring Corrective Action Plan  
The Board of Trustees and management are responsible to carry out the plan.
3. Planned Completion Date for the Corrective Action Plan  
The corrective action will be implemented in January 2013.
4. Plan to Monitor Completion of Corrective Action Plan  
The College President and Business Manager are responsible for monitoring the corrective action. The monitoring will be documented.
5. Conclusion  
This finding is ongoing.

**LITTLE PRIEST TRIBAL COLLEGE  
SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2012**

**STATUS OF PRIOR AUDIT RECOMMENDATIONS (continued)**

**2011-3 Bank Reconciliations**

Comment - During the audit we found that bank reconciliations are not done in a timely manner. In addition the College's software does not print a reconciliation report. The outstanding items for the bank reconciliation were calculated using check register in comparison to the bank statements.

Corrective Action Plan (CAP):

1. Action Planned in Response to Finding  
The College has improved the reconciliation process. For all accounts other than payroll, the reconciliations have occurred monthly. A finding still exists for the bank reconciliation as it relates to the payroll accounts. The College is having a local CPA firm process the payroll and create the journal entry to input into the Jenzabar software beginning in January 2013.
2. Official Responsible for Ensuring Corrective Action Plan  
The President and Business Manager are responsible to carry out the plan.
3. Planned Completion Date for the Corrective Action Plan  
The corrective action will be implemented by January 2013.
4. Plan to Monitor Completion of Corrective Action Plan  
The College President and Business Manager are responsible for monitoring the corrective action. The monitoring will be documented.
5. Conclusion  
With the correction of the payroll reconciliation this finding will be resolved.

**2011-4 Higher Education – Institutional Aid (Title III) – CFDA #84.031T**

Comment – During the audit we found expenditures, for which the College had no supporting documentation, thus no compliance testing could be performed on those items.

1. Action Planned in Response to Finding  
The College has implemented procedures so that documentation is included in the drawdown packet.
2. Official Responsible for Ensuring Corrective Action Plan  
The President and Business Manager are responsible to carry out the plan.
3. Planned Completion Date for the Corrective Action Plan  
The corrective action will be implemented by January 2013.
4. Plan to Monitor Completion of Corrective Action Plan  
The College President and Business Manager are responsible for monitoring the corrective action. The monitoring will be documented.
5. Conclusion  
No expenditures for this grant had missing documentation. This finding is resolved.

**LITTLE PRIEST TRIBAL COLLEGE  
SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2012**

**STATUS OF PRIOR AUDIT RECOMMENDATIONS (continued)**

**2011-5 Higher Education – Institutional Aid (Title III) – CFDA #84.031T**

Comment – During the audit we found that requests for drawdown amounts for payroll and payroll expenses were hand written on the documentation and had no supporting payroll documents to verify the amounts requested.

1. Action Planned in Response to Finding  
The College has implemented procedures so that documentation is included in the drawdown packet.
2. Official Responsible for Ensuring Corrective Action Plan  
The President and Business Manager are responsible to carry out the plan.
3. Planned Completion Date for the Corrective Action Plan  
The corrective action will be implemented by January 2013.
4. Plan to Monitor Completion of Corrective Action Plan  
The College President and Business Manager are responsible for monitoring the corrective action. The monitoring will be documented.
5. Conclusion  
No expenditures for this grant had missing documentation. This finding is resolved.

**SUPPLEMENTARY DATA**

**LITTLE PRIEST TRIBAL COLLEGE**  
**STATEMENT OF OPERATIONS FUNCTIONAL EXPENSES**  
**FOR THE YEARS ENDED JUNE 30, 2012**

	Finance Office	President	Human Resources	Operations & Maintenance	Academics	Admissions Office	Financial Aid Office	Library	Community Education	Bookstore	Other	Total Expenses
Personal/Compensation	\$ 99,687.04	\$127,877.90	\$43,353.38	\$ 95,742.61	\$307,992.67	\$ 62,031.32	\$37,803.77	\$138,621.40	\$ 34,444.56	-	\$ -	\$ 947,904.65
Payroll Expenses/Benefits	53,464.97	11,406.30	3,825.49	10,536.73	125,133.44	5,544.58	4,449.04	21,576.27	2,994.62	-	-	238,901.44
Legal and Accounting	43,430.00	-	-	-	-	-	-	-	-	-	-	43,430.00
Utilities	-	-	-	89,549.81	-	-	-	-	-	-	-	89,549.81
Insurance	13,216.60	-	-	-	-	-	-	-	-	-	-	13,216.60
Travel and Transportation	571.95	6,090.62	76.50	74.50	1,218.25	-	2,983.95	1,218.23	-	-	-	19,333.79
Staff Training and Conferences	-	-	-	205.00	9,840.06	-	-	59.00	-	-	7,189.79	15,720.29
Professional Memberships/Development	-	21,113.00	-	-	-	-	-	130.00	5,616.23	-	-	21,243.00
Dues and Subscriptions	-	950.00	-	-	-	403.00	6,470.00	2,899.00	-	-	-	10,722.00
Bad Debt Allowance	29,013.06	-	-	-	-	-	-	-	-	-	-	29,013.06
Advertising	620.79	349.00	1,419.00	-	-	90.00	-	437.34	-	-	-	2,916.13
Interest	3,985.78	-	-	-	-	-	-	-	-	-	-	3,985.78
Maintenance/Repairs	349.67	-	-	34,365.57	-	-	-	3,759.00	-	-	587.18	39,041.42
Supplies	20,347.93	629.91	281.95	-	2,680.95	731.76	762.00	3,684.33	-	63,557.46	-	92,676.29
Equipment Rentals/Leases	12,205.15	-	-	519.87	-	-	-	3,525.00	-	21,724.40	-	37,974.42
Vehicle Expenses	-	-	-	1,870.48	-	-	-	-	-	-	-	1,870.48
Consultant/Contractual Services	21,005.35	6,184.67	-	220.00	14,456.68	-	-	-	-	-	6,500.00	50,266.70
Recruitment	-	-	-	-	-	-	-	-	-	-	184.92	184.92
Scholarships, Awards & Incentives	18,720.00	-	-	-	1,357.24	-	-	6,236.43	-	-	-	26,313.77
Capital Improvement/Fund Raising	-	4,795.50	-	-	-	-	-	-	-	-	-	4,795.50
Other	6,091.91	3,238.90	1,681.00	-	8,705.13	-	-	-	-	-	-	19,626.94
Endowment Expense	-	-	-	-	-	-	-	-	-	-	-	-
Accreditation Expense	-	3,895.00	-	-	-	-	-	-	-	-	-	3,895.00
<b>Total Expense Before Depreciation</b>	<b>322,670.20</b>	<b>186,410.80</b>	<b>50,637.32</b>	<b>233,084.57</b>	<b>473,384.52</b>	<b>68,800.66</b>	<b>52,468.76</b>	<b>182,076.00</b>	<b>43,055.41</b>	<b>85,281.86</b>	<b>14,461.89</b>	<b>1,712,281.99</b>
Depreciation	338,905.66	-	-	-	-	-	-	-	-	-	-	338,905.66
<b>Total Expenses</b>	<b>\$661,575.86</b>	<b>\$186,410.80</b>	<b>\$50,637.32</b>	<b>\$233,084.57</b>	<b>\$473,384.52</b>	<b>\$68,800.66</b>	<b>\$52,468.76</b>	<b>\$182,076.00</b>	<b>\$43,055.41</b>	<b>\$85,281.86</b>	<b>\$14,461.89</b>	<b>\$2,050,787.65</b>

Notes to the financial statements are an integral part of this report.

**LITTLE PRIEST TRIBAL COLLEGE**  
**STATEMENT OF PROGRAM RELATED FUNCTIONAL EXPENSES**  
**FOR THE YEARS ENDED JUNE 30, 2012**

	Title III	CSAED	Branch	HIV Initiative	NE Brn.	Synergy	ICUP	Land Endowment	WOP	Scholarships	Student Senate & Activities	Other	Total Expenses
Personnel/Compensation	\$ 575,747.42	\$ 67,693.28	\$ 31,764.96	\$ 41,062.61	\$ 11,984.97	\$ -	\$ 216,521.62	\$ 42,752.74	\$ -	\$ -	\$ -	\$ 1,813.13	\$ 989,340.73
Payroll Expenses/Benefits	92,975.21	6,014.22	3,157.20	4,957.99	1,317.31	-	29,342.53	3,730.40	-	-	-	196.39	141,691.25
Legal and Accounting	-	-	-	-	-	-	7,402.77	-	-	-	-	-	7,402.77
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel and Transportation	4,600.72	2,944.57	6,208.05	6,020.89	1,657.5	2,566.00	26,733.81	5,469.09	16,375.51	-	6,953.24	12.75	78,050.38
Self Training and Conferences	3,474.00	-	-	-	-	943.00	-	-	-	-	-	-	4,417.00
Professional Memberships/Development	28,794.23	-	-	-	-	-	-	-	-	-	-	-	28,794.23
Dues and Subscriptions	-	-	-	-	-	-	-	-	-	-	-	-	-
Advertising	-	-	-	2,104.50	-	-	23,969.48	-	-	-	-	-	26,073.98
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance/Repairs	-	-	-	-	-	-	-	1,191.68	-	-	-	-	1,191.68
Supplies	49,725.30	15,612.75	9,889.29	14,877.82	274.73	-	42,229.03	-	2,495.00	-	17,182.83	4,493.87	156,781.12
Equipment	9,573.99	-	-	1,766.12	-	-	-	-	-	-	-	-	11,340.11
Vehicle Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Consultant/Contractual Services	84,532.39	1,713.00	863.48	-	-	3,000.00	9,008.03	-	38,261.26	-	-	2,688.30	140,966.46
Recruitment	-	-	-	-	-	-	-	-	-	885,701.85	-	-	885,701.85
Scholarships, Awards & Incentives	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements/Fund Raising	-	-	-	15,675.32	-	-	16,734.03	11,364.43	13,505.00	-	5,374.10	5,050.00	86,710.68
Other	20,507.60	-	-	-	-	-	-	-	-	-	-	-	-
Endowment Expense	95,000.00	-	-	-	-	-	-	-	-	-	-	-	95,000.00
Accreditation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses Before Depreciation	964,931.41	93,977.82	51,882.98	86,465.45	13,742.76	6,509.00	364,538.53	72,411.11	70,636.77	885,701.85	29,510.17	12,254.44	2,652,562.29
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	\$ 964,931.41	\$ 93,977.82	\$ 51,882.98	\$ 86,465.45	\$ 13,742.76	\$ 6,509.00	\$ 364,538.53	\$ 72,411.11	\$ 70,636.77	\$ 885,701.85	\$ 29,510.17	\$ 12,254.44	\$ 2,652,562.29

Notes to the financial statements are an integral part of this report.

## Attachment Q

Students taking classes at the LPTC Iowa satellite location can expect similar library services to students at the main campus. The Nebraska Library Commission provides free access to several online research databases; students just need to ask any library staff member for the current password (it is changed twice a year). The main full-text databases that most students will find useful are OmniFile FT Select, which includes both popular magazine and scholarly journal articles, and eLibrary, a database of magazine and newspaper articles, TV and radio transcripts, and more. Other available databases are Biography Reference Bank and Heritage Quest Online. Additional available databases, primarily used by librarians, include WorldCat, FirstSearch, Books in Print, and Fiction and Nonfiction Connection.

The library's website, which includes the library's catalog, is available online as well, and is linked from the College webpage under both Resources and Departments. There are other useful links for students provided on the library website as well.

Students with transportation will be able to visit the library and use the facility just as students enrolled on the main campus can. Students without transportation may have to make arrangements with their instructors for delivery of library materials, provided their instructor agrees to do the transporting, and they have a valid library card and are in good standing with the library. This would include interlibrary loan services, which currently require the individual requesting an item to pick the item up at the library once they have been notified that the item has arrived. Reference services will be provided by phone or email.

The Sioux City Public Library downtown main location is four blocks from LPTC's Iowa satellite location. Students who are residents of Iowa may choose to use this library instead of, or in addition to, the LPTC Library.





Little Priest Tribal College

*"Upholding Tradition, Educating for Tomorrow"*

## NEW COURSE PROPOSAL INSTRUCTIONS

**Title:** Give the title of the course and any sub-titles

**Department:** List the department the course will be listed under and any cross-references.

**Level of course:** State whether the course is a 1000 or 2000 level and where in the sequence of courses ready listed it would fall.

**Credit hours:** Assign the number of credit hours you want to offer this course at.

**Lecture/Class hours:** Assign the number of lecture/class hours.

**Lab hours:** Assign the number of lab hours needed put N/A if not applicable.

**Cooperative Ed/Internship hours:** Assign the number of cooperative ed. or internship hour needed, put N/A if not applicable.

**Practicum/Clinical/Recitation/Studio hours:** Assign the number of practicum, clinical, recitation, or studio hours required, put N/A if not applicable.

**Contact hours per week:** State the number of contact hours this course will meet per week.

**Submitted by:** List the names of the person submitting this course

**Date submitted:** State the date it will be presented to Howera.

**Desired date of Change:** Indicate when the change will take place.

1. **Rationale for offering course:** Justify the need for offering this course include how it relates to the mission, long range plan of LPTC, intended audience, and how it articulates within the program of study, core requirements, and with other courses.
2. **Catalog description:** Provide a brief description of the course content for the catalog.
3. **Course objectives:** State the cognitive, affective, and behavioral outcomes expected from this course.
4. **Course competencies:** Describe what students must demonstrate to pass this course.
5. **Course outline:** Provide detailed topical outline of course content.
6. **Instructional materials:** (include cost if purchases are necessary)
  - a. **Texts:** List required text
  - b. **Equipment/Supplies:** include audiovisual
  - c. **Outside reading/Resources requirements:** Include optional texts and study guides.
7. **Evaluation for grading:** Describe how grading is determined.
8. **Prerequisites:** List any courses or knowledge level required before enrolling in this course. Include placement test scores if applicable.
9. **Corequisites:** List any courses that should be taken concurrently with this course.
10. **Anticipated impact on:** List financial and other impacts on the following
  - a. **Library:** any purchases or reserve items - can the library support this course.
  - b. **Staffing:** Describe qualifications needed by instructor(s) to teach this course.
  - c. **Department budget:** Detail the budget including the first year cost and long term financial considerations.
11. **Beginning term and frequency:** State the starting semester and how often the course should be offered, i.e., every semester, once a year, every two years, etc.
12. **How the course will be used:** (elective credit, major requirement) If used as a major requirement, a curriculum change proposal must be submitted. Describe how this course fits into the major requirements, core requirements, etc.

- 13. Techniques for assessing student outcomes:** Describe how you will assess that students are learning the course content at the appropriate level.
- 14. Transferability:** Provide documentation (preferably by written confirmation from appropriate deans of area colleges) describing how this course will transfer to their colleges, is it a core requirement, major requirement, and the level it is offered at other colleges.
- 15. Relation to the mission of the college.** Describe how this course relates to the mission, purpose, and long-range plan of Little Priest Tribal College.

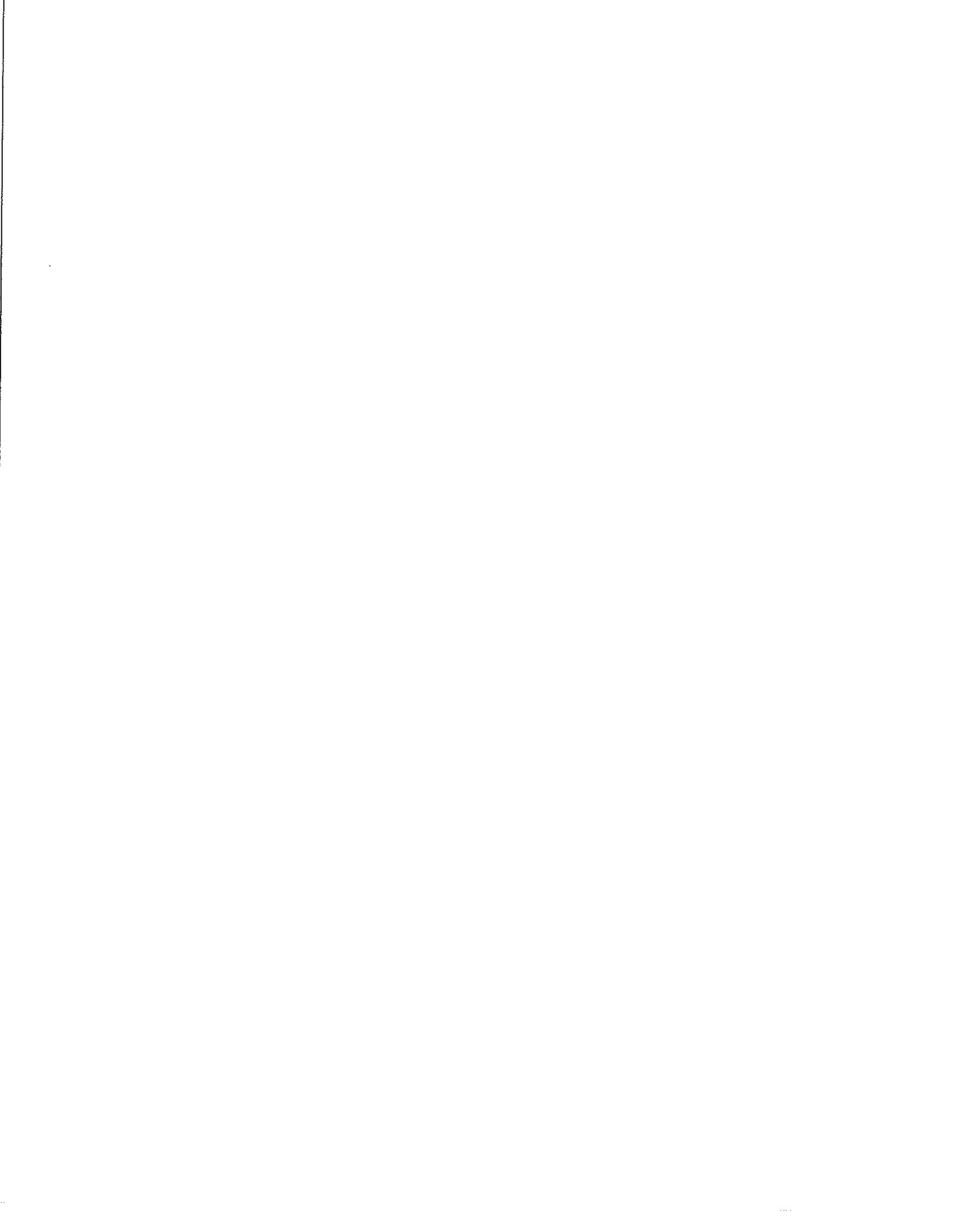


Little Priest Tribal College

*"Upholding Tradition, Educating for Tomorrow"*

## NEW PROGRAM PROPOSALS PROCEDURE

1. All new programs of study curriculum proposals must be approved by Howera.
2. **Programs offered in the college must be in accord with the mission statement.**
3. An area of emphasis may require up to 25 credit hours from its discipline and/or courses in a support of the emphasis outside the discipline. For an AA or AS degree 39 semester hours must meet the core general education requirements. Minimum credit hours must be 64.
4. Follow this procedure:
  - a. Discuss proposed new programs of study with the Academic Dean.
  - b. Complete the New Program of Study Curriculum Proposal form.
  - c. Submit to Howera for approval.



GROSS OFFICE LEASE AGREEMENT

This Gross Office Lease Agreement ("lease"), is made and entered into on December 1st, 2012, between 4<sup>th</sup> Street Centre LLC, of 230 S. Phillips Ave, Sioux Falls, South Dakota, collectively referred to in this instrument as "Landlord," and Little Priest Tribal College, referred to as "Tenant." In consideration of the premises and performance of the provisions of this Agreement, the parties agree and covenant as follows:

1. **LEASED PREMISES.** Landlord leases to Tenant, and Tenant leases from Landlord, for office use, those certain offices described as Suite #229 located at 600 4<sup>th</sup> Street, Sioux City, IA (the "premises"). See Exhibit A.
2. **TERM.** The term of this lease (the "term"), shall be for a period of one year, commencing on January 17th, 2013, and continuing in force until January 31, 2014, unless terminated earlier as provided in this lease.
3. **RENT.** Tenant, in consideration of the leasing of the premises, agrees to pay rent in advance, in equal monthly installments in the sum of \$1,563 on the first day of each and every month during the term to Landlord at Landlord's address as indicated above, or at another address as Landlord may designate in writing. January 2013 rent will be prorated to \$857. Time of each monthly payment is of the essence of this lease.
4. **SECURITY DEPOSIT.** Tenant has deposited with Landlord the sum of \$0, as security for the performance by Tenant of the terms of this lease. Landlord may use any part of the security deposit to satisfy any default of Tenant and any expenses arising from a default. If Tenant shall fully comply with the terms of this lease, Landlord shall return the security deposit to Tenant after the date fixed as the end of this lease.
5. **CONDITION AND USE OF PREMISES.** Except as expressly indicated in this lease, Tenant accepts the premises in its "as-is, where-is" condition. Tenant covenants and agrees that the premises will not be used for any unlawful purpose, and Tenant will abide by all rules, regulations or restrictions adopted by Landlord with respect to the building or center in which the premises is located. The premises are to be used exclusively for office use by Tenant and for no other purpose.
6. **CARE AND MAINTENANCE.** Tenant covenants and agrees to maintain the premises in as good condition as Tenant finds the premises, reasonable wear and tear excepted, and agrees to pay for all maintenance and repairs to put the premises in the same condition as when Tenant entered. Tenant shall be responsible for all in-suite maintenance to include light bulb replacement and janitorial services.
7. **ALTERATION.** Tenant shall not make, nor cause to be made, any alterations, additions or improvements to the premises, nor incur any expenses for these matters, without the prior written consent of Landlord. HCI Construction will complete the modifications to the space at the Tenants expense.

8. GENERAL LIABILITY, INDEMNIFICATION AND INSURANCE. Tenant assumes all risks and responsibilities for accidents, injuries, and death to persons or property occurring in, on or about the premises. Tenant agrees to indemnify and hold harmless Landlord and Landlord's agents, successors and assigns from any and all claims, liabilities, losses, costs and expenses, including attorneys' fees, arising from, or in connection with, the condition, use or control of the premises, including the improvements on the premises, no matter how caused, and for any act done by Tenant, or any agent, invitee or licensee of Tenant, or any other party, except in the case of Landlord's failure to perform, or negligent performance of, a duty imposed by law. Tenant shall, at Tenant's sole cost and expense, maintain general public liability insurance against claims for personal injury, death or property damage upon, in or about the premises and upon, in or about the adjoining lands, streets, and passageways; the insurance to afford protection of not less than \$1,000,000 combined single limit for bodily injury, including death, and property damage. The policy of comprehensive general public liability insurance shall name Landlord as an additional insured party, shall provide that it shall not be cancelable without at least thirty (30) days prior written notice to Landlord, and shall be issued by an insurer and in a form satisfactory to Landlord. Landlord shall have the right to require Tenant to obtain additional insurance coverage, in form and amounts determined by Landlord, deemed necessary by Landlord to provide adequate insurance coverage for the premises based on the location and type of property covered and its use. Landlord further reserves the right to obtain additional insurance coverage, at Landlord's own expense, in form and amounts considered prudent by Landlord with respect to similar types of property.

9. DAMAGE. In the event of damage or destruction rendering all or part of the premises uninhabitable, Landlord may at Landlord's option terminate this lease or repair the damage. In the event that Landlord shall decide not to repair or rebuild, this lease shall be terminated as of the date of the damage. Nothing contained in this lease shall in any way be deemed to require Landlord to rebuild, nor require Landlord to insure or in any other manner be responsible for, personal property or other contents of Tenant in the premises.

10. ASSIGNMENT AND SUBLETTING. Tenant shall not assign this lease, nor sublet the leased premises, without the prior written consent of Landlord. Landlord reserves the right to assign Landlord's interest in this lease and any sums under this lease on the sale or transfer of the premises.

11. UTILITIES. Landlord shall maintain the following utility services: Water, Sewer, and gas and Tenant shall be responsible for electric. Tenant's Proportionate Utility Cost" shall be calculated by Landlord on a monthly basis and shall be equal to a fraction, the numerator of which is the number of net rentable square feet of floor space in the Premises (1,443 square feet), and the denominator of which is the aggregate number of rentable square feet of floor space in the Building under leases then in effect, the terms have commenced. Tenant's Proportionate Utility Cost shall be  $\$1,443 / 194,635 = 0.74\%$  which percentage shall be taken times the total utility cost, unless a separate meter is provided. Landlord reserves the right to apply the security deposit to these accounts, or to have service discontinued. Landlord reserves, subject to applicable law, the right to withhold refund of the security deposit after termination of this lease, pending final payment by Tenant of all utility charges accrued during the term.

12. **INSPECTION AND SIGNS.** Tenant agrees to permit Landlord, Landlord's agents or employees, to enter the premises at any reasonable hour for the purpose of inspection, maintenance, repair, alteration or improvement of the premises. Tenant agrees to permit Landlord or Landlord's agent to display "For Sale" or "For Rent" signs on the premises and to show the premises to prospective purchasers or Tenants at any reasonable hour.

13. **DEFAULT.** Landlord may, without prior notice or demand, terminate this lease, re-enter and take possession of the premises, upon the happening of any of the following events of default: (a) if rent is not paid within five (5) days after the date due; or (b) if Tenant fails to cure any default in the performance of any covenant of this lease within five (5) days after written notice of the default(s); or (c) if a petition in bankruptcy shall be filed by or against Tenant or if Tenant shall make a general assignment for the benefit of creditors or receive the benefit of any insolvency or reorganization act; or (d) if an execution or attachment shall be issued under which the premises shall be taken or occupied or attempted to be taken or occupied by anyone other than Tenant; or (e) if the premises become and remain vacant or deserted for a period of fourteen (14) consecutive days; or (g) if this lease is assigned or the premises sublet to, or occupied by, any person other than Tenant. Upon the happening of any event of default, Landlord may immediately terminate this lease, and may retain possession of any personal property belonging to Tenant which shall be found upon the premises pending settlement under this lease, and shall be entitled to all other rights and remedies provided by law. A late fee of \$50 after the 5<sup>th</sup> of month and \$100 after the 10<sup>th</sup> of the month will be assessed to the Tenant.

14. **TERMINATION.** After vacating the premises, Tenant shall pay for all utility services due and have them discontinued, will see that the premises are swept out and adequately cleaned, remove all trash or other refuse from the premises, lock all doors and windows, and return any keys to Landlord or Landlord's agent. In the event that Tenant remains in possession after the termination of this lease, by expiration or otherwise, no rights shall be created in Tenant and rent shall be due for the period of the holding over at double the rate specified as rent in this lease. Tenant covenants and agrees to pay rent to the termination date after the notice to cancel this lease.

15. **WAIVER.** Landlord's failure to enforce any term of this lease shall not be deemed a waiver of the enforcement of that or any other term, nor shall any acceptance of a partial payment of rent be deemed a waiver of Landlord's right to the full amount of the rent.

16. **NATURE OF RELATIONSHIP.** Landlord and Tenant understand and agree that no provisions contained in this lease, nor any acts of the parties to this lease, shall be deemed to create any relationship other than that of Landlord and Tenant.

17. **SUCCESSORS.** The terms, covenants and conditions of this lease shall bind and inure to the benefit of, the heirs, personal representatives, and successors and permitted assigns of the parties.

18. **BROKERAGE.** Tenant warrants that Tenant has had no dealings with any broker or agent in connection with this lease. Tenant covenants to pay, hold harmless and indemnify Landlord from and against any and all cost, expense or liability for any compensation, commissions and charges claimed by any broker or other agent with respect to this lease or the negotiation of this lease.

19. NOTICES. All notices required or permitted under this lease shall be in writing and shall be served on the parties at their respective addresses as stated at the beginning of this lease agreement. Any notice shall be either (a) sent by certified mail, return receipt requested, in which case notice shall be deemed delivered three business days after deposit, postage prepaid in the U.S. mail, or (b) sent by a nationally recognized overnight courier, in which case notice shall be deemed delivered one business day after deposit with the courier. The addresses of the parties as set forth above in this lease may be changed by written notice to the other party, provided, however, that no notice of a change of address shall be effective until actual receipt of the notice.

20. SUBORDINATION, ATTORNMENMENT AND RECORDING. Tenant hereby agrees to subordinate this lease agreement to any first or second mortgage affecting the premises hereafter made by Landlord and shall attorn to any lender or subsequent owner of the premises. This lease shall not be recorded.

21. TIME OF THE ESSENCE. Time is of the essence of this lease, and all provisions of this lease relating to time shall be strictly construed.

22. APPLICABLE LAW. This lease shall be construed and enforced in accordance with the laws of the state of South Dakota, without respect to its conflict of law principles.

23. SEVERABILITY. If any term or provision of this lease shall to any extent be held invalid or unenforceable, the remaining terms and provisions of this lease shall not be affected by such an occurrence, and each term and provision of this lease shall be valid and be enforceable to the fullest extent permitted by law.

24. ENTIRE AGREEMENT. This lease constitutes the entire agreement between the parties and may not be modified except in writing, signed by both parties.

The parties to this instrument have executed this lease as of the date and year first written above.

Landlord

Tenant

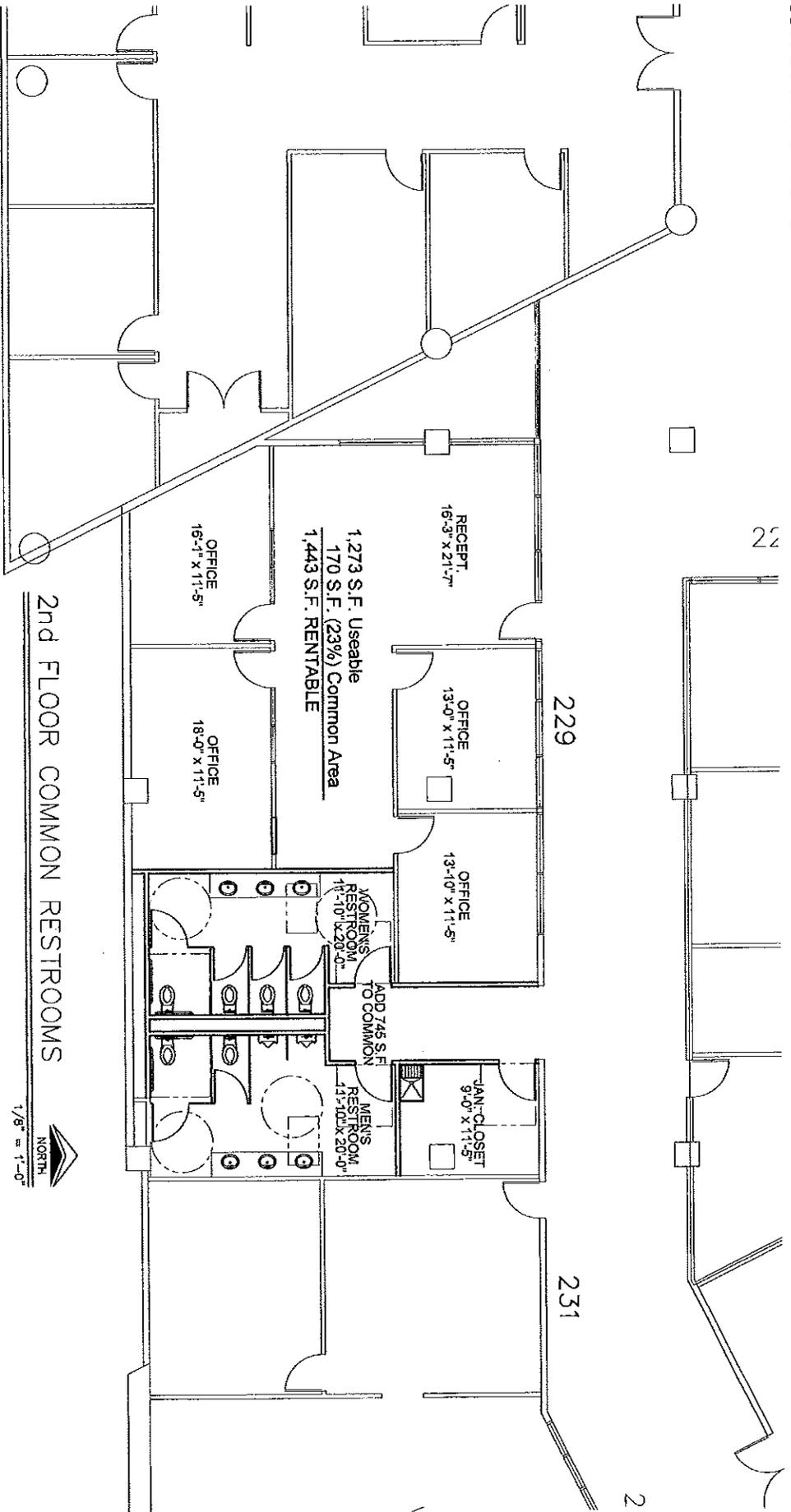
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Date and Time: \_\_\_\_\_

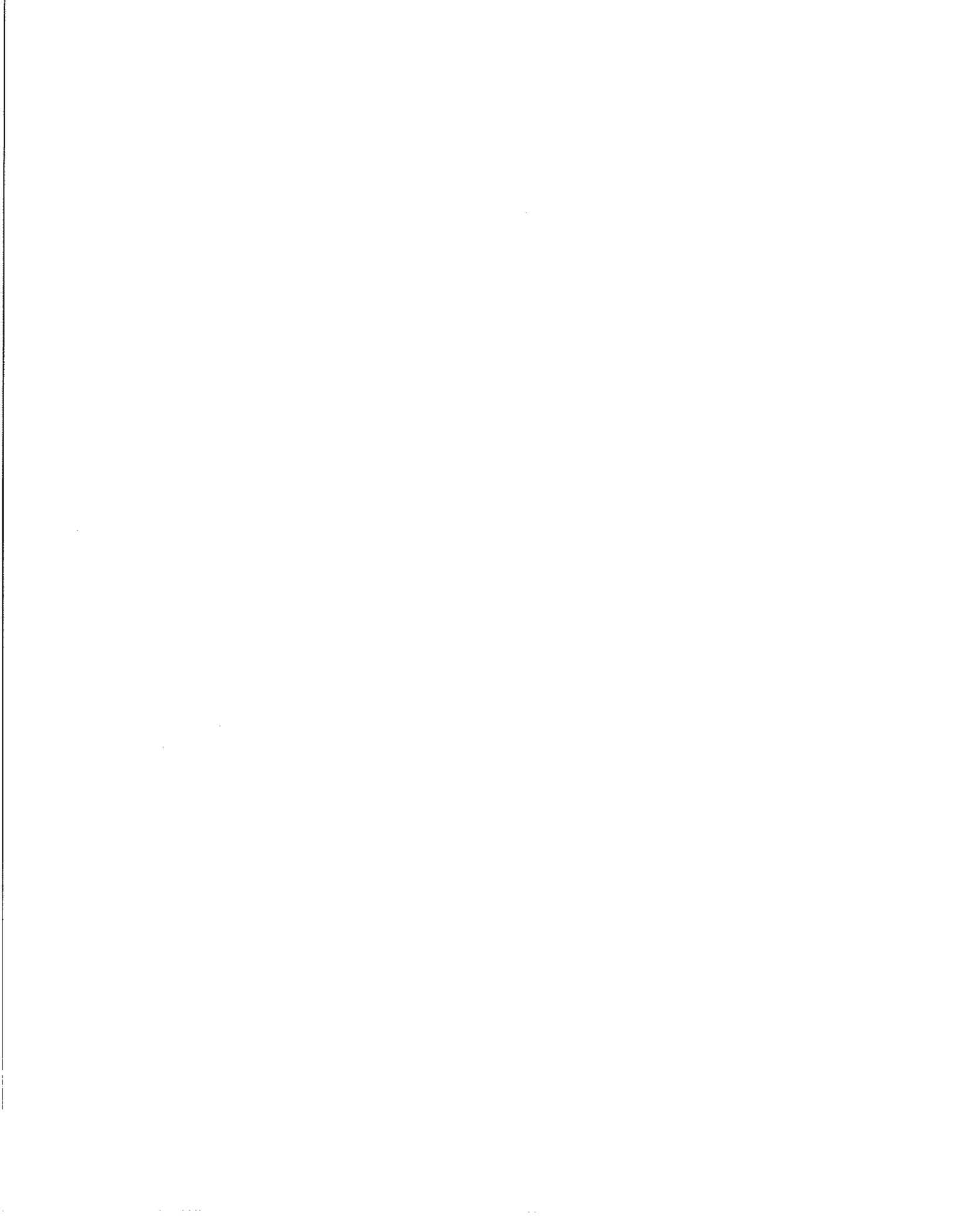
\_\_\_\_\_  
Date and Time: \_\_\_\_\_

4<sup>th</sup> Street Centre, LLC  
Lance Morgan  
Its: Authorized Member

Little Priest Tribal College  
Paul Robertson  
President

# Attachment U







# Little Priest Tribal College

*"Upholding Tradition, Educating for Tomorrow"*

August 17, 2013

Carolyn Small  
430 E. Grand 3<sup>rd</sup> Floor  
Des Moines, IA 50309

Dear Ms. Small,

On behalf of Little Priest Tribal College, I would like to express my sincere commitment to offering quality academic programs at our future Sioux City, Iowa extension. I am enthusiastic that our presence in Sioux City will make us the first tribal college in the state of Iowa. Little Priest Tribal College's mission comes from the words of the last warrior chief of the Winnebago people: "Be strong and educate my children." We interpret Chief Little Priest's statement in the context of his vision of a future where the people are strong because they retain their culture and master education. We look forward to providing the Sioux City area with a unique and powerful vision for education. At Little Priest Tribal College, students have the opportunity to explore the culture and history while at the same time developing the academic skills and preparedness they need to succeed in the workforce. Little Priest Tribal College has adopted an educational strategy that is proven to promote student success. Highly qualified faculty, small class sizes, state of the art technology, and a strong student support staff provide an excellent learning environment.

Little Priest Tribal College currently offers Associate degrees in Computer Information Systems, Teacher Education, Early Childhood Education, Indigenous Studies, Liberal Arts, Business, and Indigenous Science. A recent survey of our graduates found that 90 percent were employed and that a strong majority continued to pursue further education after they graduated from Little Priest with an AA or AS degree. Little Priest Tribal College is accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools (30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; 312-263-0456). We hold membership through the American Indian Higher Education Consortium (AIHEC), American Association of Community Colleges, and Little Priest Tribal College participates in the Nebraska Transfer Initiative. We hold articulation agreements with Bellevue University and Wayne State College. Little Priest Tribal College is an open-enrollment institution and provides services to all persons regardless of ethnic, racial, or financial background or sexual orientation. Little Priest Tribal College does not discriminate on the basis of race, creed, color, sex, age, disability, gender or sexual orientation or national or ethnic origin in any of its policies, practices, or procedures. This principle applies to education programs, admissions, activities, financial aid, and employment practices. Evidence of practices which are inconsistent with this policy should be reported to the office of Student Support Services.

Little Priest Tribal College looks forward to being a hub for secondary education in downtown Sioux City, Iowa. We will abide by all state and regional guidelines to provide a quality education to all students who attend Little Priest Tribal College. As we move forward with our application for postsecondary registration in the state of Iowa, please feel free to contact me with any questions you may have. I look forward to working with you on this exciting endeavor.

Best Regards,

A handwritten signature in black ink, appearing to read "Johnny D. Jones", written over a horizontal line.

Johnny D. Jones, Ed.D., Ph.D  
President





MATT SCHULTZ  
Secretary of State  
State of Iowa

APPLICATION FOR  
CERTIFICATE OF AUTHORITY  
(NONPROFIT)

TO THE SECRETARY OF STATE OF THE STATE OF IOWA:

Pursuant to the Revised Iowa Nonprofit Corporation Act, the undersigned corporation applies for a certificate of authority to transact business in Iowa, and states:

1. The name of the corporation is: Little Priest Tribal College, Inc.

1A. [See Note 6] The name the corporation will use in Iowa, if different than the legal name of the corporation is:

2. The corporation is incorporated under the laws of the state [or foreign country] of: Winnebago Tribe of Nebraska

3. The date of incorporation of the corporation was: June 13, 2006

4. The duration of the corporation is: ~~perpetual~~ perpetual (10)

5. The street address of its principal office is:  
Address 601 East College Drive  
City, State, Zip Winnebago, NE 68071

6. The street address of its registered office in Iowa and the name of its registered agent at that office  
Name Marisa Cummings  
Address 600 4th Street, Suite 229  
City, State, Zip Sioux City, IA 51101

7. Check one:  The corporation has members.  The corporation has no members.

8. The names and usual business or home addresses of its current directors and officers:  
Name Norma Stealer, Board of Trustees Chairperson  
Address P.O Box 669  
City, State, Zip Winnebago, NE 68071

Name Maunka Morgan, Board of Trustees Vice-Chairman  
Address 7070 E. Broadway  
City, State, Zip Mt. Pleasant, MI 48858

Name Ann Downes, Board of Trustees Member

Address 4722 E. Ashurst Dr.

City, State, Zip Phoenix, AZ 85048

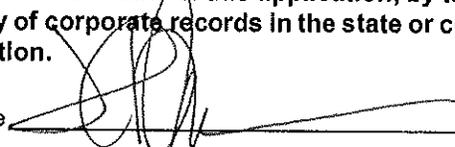
Name Sharon Frenchman, Board of Trustees Member

Address P.O. Box 594

City, State, Zip Winnebago, NE 68071

[Please attach additional pages as necessary]

9. A certificate of existence, or a document of similar import, duly authenticated within 90 days prior to the date of this application, by the secretary of state or other official having custody of corporate records in the state or country of incorporation, accompanies this application.

10. Signature 

Type or print name and title Dr. Johnny D. Jones, President

**NOTES:**

1. The filing fee is \$25.00. Make checks payable to SECRETARY OF STATE.
2. A certificate of existence, or a document of similar import, duly authenticated within 90 days prior to the date of this application, by the secretary of state or other official having custody of corporate records in the state or country of incorporation, must accompany this application.
3. The document is to be signed by the chairperson of the board, the president, or other officer of the corporation. If directors have not been selected, the document is to be signed by an incorporator. If the corporation is in the hands of a court appointed fiduciary, the document is to be signed by the fiduciary. A copy of a signature is acceptable for filing. Verification is not required.
4. One copy of the document is to be delivered to the Secretary of State for filing.
5. The effective time and date of the document is the later of the following:
  - a. the time of filing on the date it is filed;
  - b. the time specified in the document on the date it is filed;
  - c. the time and date specified in the document, not later than 90 days after the date it is filed.
6. If the name of the corporation does not satisfy the requirements of section 1506 of the Revised Iowa Nonprofit Corporation Act, the corporation may use a fictitious name to transact business in Iowa if the corporation's real name is unavailable and the corporation delivers to the secretary of state for filing a copy of the resolution of its board of directors, certified by its secretary, adopting the fictitious name.
7. The information you provide will be open to public inspection under *Iowa Code* chapter 22.11.

**SECRETARY OF STATE**

Business Services Division  
Lucas Building, 1st Floor  
Des Moines, IA 50319

Phone: (515) 281-5204

Fax: (515) 242-5953

Website: sos.iowa.gov

STATE OF IOWA  
APPLICATION FOR CERTIFICATE OF AUTHORITY  
(NONPROFIT)

**SUPPLEMENTAL PAGE**

Name of corporation: Little Priest Tribal College

8. The names and usual business or home addresses of its current directors and officers:

Caroline Frenchman, Board of Trustees Member  
P.O. Box 457  
Winnebago, NE 68071

Dr. Johnny D. Jones, President  
601 East College Drive  
Winnebago, NE 68061

CERTIFICATE OF TRIBAL CORPORATE EXISTENCE

WINNEBAGO TRIBE OF NEBRASKA

This is to certify that:

Little Priest Tribal College, Inc.

is a non-profit corporation organized and existing under the laws of the Winnebago Tribe of Nebraska and is in good standing as of the date hereof.

Dated: August 28, 2013

*Louis C. Houghton, Jr.*  
Louis C. Houghton, Jr.  
Tribal Secretary

