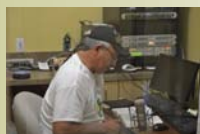




Jan 2018



KZYK 88.9
Jim Hallum

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The Nebraska Indian Community College provides higher education and lifelong educational opportunities for the Umo'ho', (Omaha), Isanti (Santee Dakota) and other learners.

Nebraska Indian Community College Newsletter



Happening Now At
Nebraska Indian Community College
Macy.....South Sioux City.....Santee

Online Classes

Infant Toddler Development
Preschool Child Development
Strategies in Group Counseling
Ethical and Legal Issues in the Human Services Profession

Principles of College Math
Health Education and Wellness

Blended Classes

Native American Education
Principles of Marketing
Early Childhood Pre-Practicum

National Science Foundation and Native American Languages

NSF Program Officer Colleen Fitzgerald reflects on the importance of languages and the role of science in understanding their complexity. Her research has just been published and Nebraska Indian Community College is mentioned in the article.,

There are still 169 Native North American languages spoken today, according to the [U.S. Census](#). These languages are important in terms of culture and ecological knowledge and some have played important historical roles. For example, in World Wars 1 and 2, American Indians from numerous tribes were ‘code talkers’ for the military. They communicated in [their native language over the radio](#) to disguise military information from the enemy.

NSF support for the study of Native American languages has improved scientific knowledge, trained scientists, and benefited communities. Here are 10 takeaways about research on Native languages from the Documenting Endangered Languages and Linguistics Programs in NSF’s Social, Behavioral, and Economic Sciences Directorate:

1. NSF has funded research on more than 100 distinct Native American languages.
2. This history includes awards that use cutting-edge technologies in language documentation. For example, optical scan technology is restoring the [audio on wax cylinders](#) to create usable recordings of California Indigenous languages.
3. NSF-funded research on Native American languages has increased scientific understanding of how language works, but we have only scratched the surface. The foundation of the linguistic scientific enterprise starts through dictionaries and grammars, which paves the way for deeper investigations needed to more fully understand each language’s linguistic phenomena. The Alaskan language Tlingit is a great illustration of how linguists scaffold this knowledge, starting with [verb description and analysis](#), the [documentation and analysis of conversation](#), and then [theoretical investigations into dimensions of verb properties](#) like tense. Many unanswered questions remain in the scientific investigation of Tlingit and all Native languages.
4. Partnerships between linguists and Native American communities reflect a growing response to ensuring the linguistic science produced by studying Native languages is accompanied by broader impacts within the language community. This often means bringing that scientific knowledge back into the community itself. An [award to Nebraska Indian Community College](#) did just that, producing a recent book, *500+ Verbs in Umonhon (Omaha)*, for tribal citizens [to use in their language learning](#).
5. Native American languages are not just spoken, but can be visual as well. Plains Indian Sign Language is one example. A better understanding of its linguistic similarity to other signed languages, such as in its use of spatial grammatical features, has been

NSF and Native Languages (Continued)

possible through digitized archival video [recordings and newly collected contemporary video](#).

6. Investing in workshops fosters more inclusive language sciences. Tribal citizens from U.S. Indigenous communities benefit from the training in linguistics and language documentation that workshops can provide. Native American participants often return home to play a key role in language work or to continue their studies in university degree programs, transferring this training to strengthen the educational institutions of tribal nations.
7. Research has shown that there are advantages for introducing a second language to young children. Children are impressive learners of new languages, and bilingual children display some cognitive, social, emotional, and other advantages compared to monolingual children. While much research has been done on language acquisition in children, little of it has been specific to Indigenous language learning environments, which often have unique dimensions given the role of language in culture and the repercussions of language endangerment. [More research is key](#).
8. Conversational documentation provides rich data for the scientific investigation of language in context, while also supporting language revitalization activities, where children and adults are learning the language. The dynamic properties of speech mean that words spoken by themselves may have very different properties than when they are connected in speech in larger chunks. These properties present challenges, whether for automatic speech recognition or language revitalization, making conversational documentation a rich source of data, whether for [Kawaiisu in California](#), [Koasati in Louisiana](#), [Chickasaw in Oklahoma](#) or [Chippewa in Minnesota](#).
9. The life cycle and vitality of endangered languages can emerge even after fluent first language speakers have passed on. Communities are actively revitalizing their languages using archival resources, as exemplified by the work of [Myaamia linguist and MacArthur awardee Daryl Baldwin](#).
10. NSF is one of a number of federal agencies investing in Native American language communities, from different, but complementary angles. The National Endowment for the Humanities is a partner with NSF in the Documenting Endangered Languages program, with a long-standing interest in helping to “[connect indigenous community members to their heritage and language](#).” The Administration for Native Americans in the Department of Health and Human Services funds immersion-based revitalization approaches in communities and schools, the topic at the [Native Languages Summit](#). NSF-funded science helps leverage other federal investments in part by documenting Na-

NSF and Native American Languages

tive language learning in revitalization contexts, such as for [Lakota](#) and [Southwestern Ojibwe](#).

Language is fundamental to human experience. Fundamental research on languages therefore has the potential to improve our understanding of the brain and learning, to help people with language disabilities, and to strengthen cultures. NSF is committed to leveraging the wealth of Indigenous languages in America knowing that this research can advance science and improve lives.



Since May 22, 2015, Nebraska Indian Community College, Santee Campus, has been an authorized Pearson Vue Test Center for GED candidates.

Pearson VUE believes testing and certification is at the heart of the learning experience, and Nebraska Indian Community College will play its part by offering accessible and secure testing to candidates.

Pearson VUE's advanced system administers exams on behalf of hundreds of businesses, boards and organizations around the globe through the world's largest most secure test center network. The system enables candidates to register and reschedule their tests online at ged.com or through a Pearson VUE call Center like Nebraska Indian Community College.

For more information about the GED Testing at NICC contact Wanda Henke at 402-241-5939 or whenke@thenicc.edu.

Nebraska Indian Community College

For the past 40 years, the Nebraska Indian Community College (NICC) has been and remains dedicated to planting the seeds of knowledge through unique and cultural relevant educational experiences. Our aim is to provide you with a quality learning experience and to equip you with the skills and knowledge that you will need in the profession of your choice. These experiences are geared toward all Umonhon (Omaha), Isanti (Santee Dakota), and other learners attending classes at one of our three campuses. NICC is open to all who are willing to enhance and improve their lives.

NICC is accredited by the Higher Learning commission of the North Central Association of Colleges and Schools.

Macy (S.Campus)	Santee (W.Campus)
1111 Hwy 75	415 North River Rd.
Macy, NE 68039	Niobrara, NE 68760
402-494-2311	402-494-2311

So.Sioux City (N.Campus)
2605 1/2 Dakota Ave.
So.Sioux City, NE 68776
402-494-2311

We're on the web!
www.thenicc.edu

The Right Direction

Spotlight on Paraeducator/Pre-Teacher Education Degree

Interested in working in the K-12 school setting? Nebraska Indian Community College has the answer for you.

During Fall Semester Nebraska Indian Community College started a new program for a Paraeducator/Pre-Teacher Education Degree.

A paraeducator may perform a number of different duties depending on the needs of the school and the classroom in which he or she works. Often, a paraprofessional educator will work individually with students in order to improve the learning experience on an individual level. Some paraeducators work as translators, tutors, or technological assistants. In general, a paraeducator performs a task related to teaching for which he or she is highly qualified. Restrictions

on qualifications, as well as on what types of tasks a paraprofessional can perform, are usually set by the area in which the school is located.

In most classrooms, a paraeducator is tasked with performing duties that assist the teacher and help the classroom run smoothly. Many educators of this type are interested in becoming teachers or may already be qualified as teachers, though this is not required to obtain this type of position. One of the most important duties of a paraeducator is organization, which may involve helping the teacher by handing out materials or doing office work.

The day-to-day tasks of a paraeducator can differ highly between employees. An individual who works primarily in special educa-

tion, for example, may have a very different set of goals than a person who works with students who are learning the language in which the lessons are taught. Some schools use paraeducators to help keep advanced students stimulated, and these educators may focus on providing additional materials rather than aiming for basic comprehension.

Many paraprofessional educators work specifically with special needs students, and in some cases this job can put emphasis on behavioral control. Students who are disruptive or unable to participate in classroom activities due to disabilities may sometimes require a paraeducator to accompany them to their classes. In cases of behavioral problems, the paraeducator's job is to assist the student in becoming a more acceptable member of the classroom, as well as

Continued on Page 19

Nebraska Indian Community College Joins Achieving the Dream to Pursue Transformative Change, Improve Student Success

Nebraska Indian Community College has joined Achieving the Dream (ATD), a network of more than 220 colleges in 39 states dedicated to improving student success. As a Network institution, Nebraska Indian Community College will innovate to implement, align, and scale cutting edge reforms, work with ATD coaches to build institutional capacity and connect with peers to foster learning and share information.

“The strength of local and regional economies, our ability to rebuild the middle class, and the possibility that a new generation will achieve their goals depends on community colleges,” said Dr. Karen A. Stout, president and CEO of Achieving the Dream. “Colleges that join the ATD Network show an exceptional commitment to becoming the kind of institution that will lead the nation into the future.”

ATD offers a capacity-building framework and companion self-assessment that allow colleges to pinpoint strengths and areas for improvement across seven institutional capacities in areas such as leadership and vision, teaching and learning, and data and technology. With the capacity framework as a guide, ATD’s approach integrates and aligns existing college success efforts and offers valuable support in preparing for accreditation, fostering conversation about goals, and making bold, holistic institution-wide changes because initiatives that don’t reach most of a college’s student body have not shown strong results.

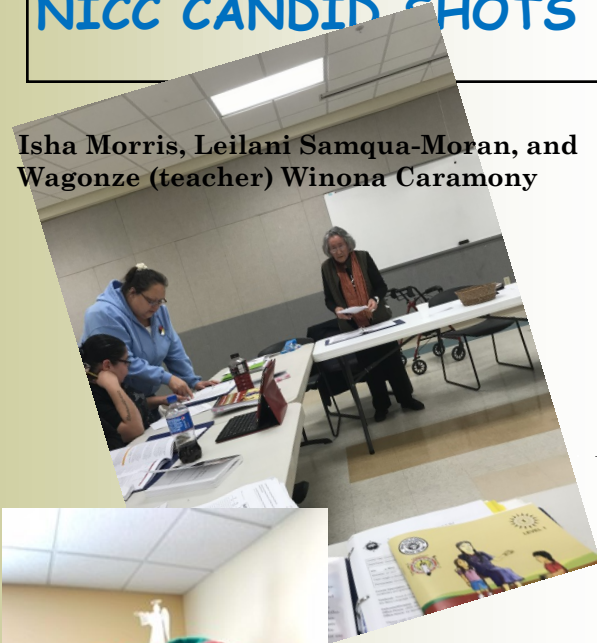
ATD Network colleges report data using metrics that answer critical questions about who attends college, who succeeds in and after college and how college is financed. To advance goals of social mobility and equity, the metrics provide information on how low income and other underserved students fare. These metrics are categorized into performance metrics, efficiency metrics and equity metrics at points during the student experience from access through post-college outcomes.

As colleges in the new cohort progress, they may apply to participate in initiatives supported by philanthropic funding and managed by ATD. These initiatives help incubate new ideas that help colleges refine practices based on evidence of what works and allow ATD to disseminate knowledge to the broader network and the field. New initiatives address the challenge of engaging adjunct faculty more deeply as key members of colleges’ workforces and implementing degree programs using only open educational resources (OER).



NICC CANDID SHOTS

Isha Morris, Leilani Samqua-Moran, and Wagonze (teacher) Winona Caramony



Certified Nursing Assistants
Santee Campus



Cornelia and Angi



Anthony Warrior
Healthy Food Macy

Lucinda Sparks, 1st Place,
Macy
Halloween Door Contest



Santee Head Start



Vanessa, Marcia, Santa, Crystal



Hand Games, Macy



Christine and
Dominick

More Pictures



Troy and Justin



Mike B.



Michael



Hank



Certified Nursing Assistant students Macy



Vanessa



Jim and Della



Corinna and Wanda

NICC Employee Update



My name is Sandra Wilch but I prefer my Dakota name, Winonah. It is a family given name which means first born daughter. I am also an enrolled member of the Sisseton Wahpeton Oyate on the Lake Traverse Reservation of South Dakota. I am currently the Vocational Career Counselor at the Nebraska Indian Community College. May of 2011, I graduated from the University of South Dakota (USD) with my Bachelor of Science in Psychology with a Minor in Interdisciplinary Science. May of 2014, I graduated with a Masters of Public Administration and as of August of 2014, I was accepted into the Doctorate of Education program with a specializa-

tion in Higher Education Administration. While at USD, I worked for Native Students Services and the Office for Diversity. I have had the opportunity to work with diverse students guiding and supporting them while they pursued their college degree. Working with students, is what motivates me to pursue a doctorate and a career in Secondary Education. My overall goal would be to work with diverse groups, specifically the Native American population, to ensure their success as college students. In addition, to my education and career I am a mother of three boys. I look forward to my time here at the Nebraska Indian Community College and meeting all of you.



My name is Zeke Brummels, and I am the new General Liberal Arts Division Head at The Nebraska Indian Community College. I was raised in Northeast Nebraska by an English professor with a strong interest in Native American history and literature. Texts like *Black Elk Speaks* and *Bury My Heart at Wounded Knee* were offered to me just as about as soon as I could comprehend their subject material. I carried this passion into college at the University of Nebraska at Kearney, where I majored in English with a Writing Emphasis and minored in

NICC Employee Update

history. Most of my undergraduate history classes specialized in the American West or Native Americans. I took some time between undergraduate and graduate school to pursue screenwriting and filmmaking, but ultimately returned to Kearney as a Graduate Assistant in the History department. My graduate studies took on an international tint, and I immersed myself in Latin America. During this program, I traveled across South America from coast to coast and back again. This trip profoundly changed how I looked at the world. I was used to thinking of indigenous cultures only through the lens of the Native experience here at home on the Plains. But to see such a diversity of peoples on another continent with a very different and yet very shared story to the native peoples of this

country left me in for lack of a better word—awe.

After graduate school, I met my wife Molly, who I moved to Ecuador with for six months. It was there that I fell in love with backpacking and seeing the world under the power of my own two feet. I intend to bring this into the classroom and share with students the potential and power of an international worldview.

Here at NICC, I teach History, English, and Study Skills. This spring my class load will include American History I, Indigenous Resistance Movements of the Third World, English Skills, and Student Success Strategies.

I hope to develop a Writing Center to help students develop their voice on the page as well as to prepare them for upper level collegiate courses and the technicalities which come along with

research papers.

If you have not registered for spring classes already, please sign up for one of mine. I am based in Macy, usually teach once every other week in South Sioux City, but can't wait for some Santee students and our scenic campus along the Missouri!



Hi, my name is Chello Sherman and I am a former Nebraska Indian Community College student. I received my BA from Bloomsburg University with concentrations in drawing, painting, sculpture, photography, and fiber arts. I received a MFA in studio art from Moore Col-

Continued on page 14

NICC PROGRAM OFFERED

Programs Offered

**Associate of Arts–
Business Administration
or
Business Administration
with Entrepreneurship
focus**

Designed for students who plan to continue their studies in a business oriented area such as administration, marketing, accounting, management, finance. Students select from one of two tracks, either Business Administration or Entrepreneurship Concentrations. This program offers a variety

of business courses that permit students to select a business major at a four-year-college of their choice or to learn skills that will allow them to establish their own business.

**Associate of Arts–
Human Services**
Designed to provide students with knowledge and applications of the human services field. With a focus on applications in Native communities, this program prepares the students for work in

various human services and counseling careers or further study toward a four-year degree.

**Associate of Arts–
Native American Studies**
Designed to provide students with a foundation in Native American issues and concerns with a special emphasis on Isanti (Dakota) and Umo"ho" (Omaha) cultures, as well as increasing knowledge base about the reservations and tribal governance. NAS majors select from one of two

areas of concentration: History and Traditional Culture or Contemporary Tribal Leadership.

**Associate of Science–
General Science Studies**
Designed to provide students with foundational knowledge of science with an emphasis in Natural Resources/Environmental Studies, Plant Science, Human Health Science, Math, Chemistry, or Physics. This will allow students to transfer their work to a four-year college.

**Associate of Arts–Early
Childhood Education**

Designed to provide students with knowledge of pre-school children. Courses leading to this emphasis is designed to prepare the students for work in childcare and various governmental agencies. This program is also designed to provide sufficient general education courses to promote transfer into a four-year degree programs for education.



**Associate of Arts–
General Liberal Arts**
Designed to provide students with a learning foundation in written and oral communications, the social and behavioral sciences, and the humanities. While the A.A. degree in General Liberal Arts offers opportunities for personal growth and career advancement, it is primarily designed to allow students to transfer their qualifying credit hours to a four-year college. The A.A. degree in General Liberal Arts is for students interested in fields in the humanities such as literature, history, art, music and in the social sciences including

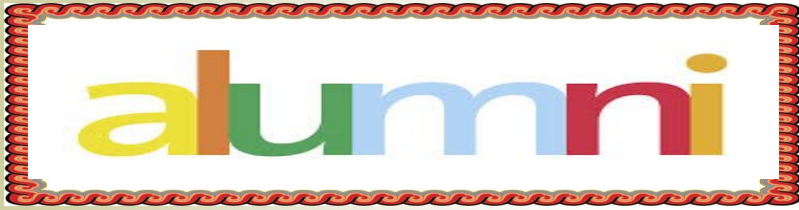
political science, sociology, education and legal studies.

**Associate of Applied
Science - Carpentry**
Designed to provide students with knowledge and skills needed for employment as a carpenter. Students will study residential and commercial construction. All phases will be explored and applied on a job site or in the lab. Related coursework includes blueprint reading, math, construction costs, cost and material, and small business operations. Graduates of the carpentry program may be employed in general carpentry work, commercial carpentry

fields, or specialize in one particular area such as a finish carpenter.

NURSE AIDE
Designed to provide students with a state-approved certification that meets the Nebraska Health and Human Services System requirements for nurse aid certification and employment in long-term care facilities. Upon completion of the program, students are eligible to take the state written and practical skills exam.

Nebraska Indian Community College



Christina Coffman

Above is a picture of me after I was inducted into Sigma Tau Delta, an English Honors Society at Wayne State College.

Before I graduated in 2016 from NICC and was named Valedictorian of my graduating class, I graduated high school in Niobrara, NE. After almost 3 years after graduating I decided it was time to go back to school at Wayne State College. Personally, it felt vital to me to have the opportunity to go out in the world, figure out what things I enjoyed, what

things brought me actual happiness and if I still wanted to pursue becoming a teacher.

From early on in my life I wanted to become a teacher, but then I flipped and flopped between journalist, novelist, and even to TV news anchor! I always tell those around me that taking a gap year was important to my educational journey because to come back to school after so long and still want to become a teacher made that dream feel that much more meaningful. Though I have faced a lot of adversities on this journey I am still working very hard to make that dream come true.

Some advice to NICC students looking to transfer; ask as many questions as possible. Just don't go with whatever someone might tell you is the right path. Take General Education classes and get your AA in General Liberal Arts,

that way you won't have to take them when you transfer. Yes, a degree and a career is the ultimate goal, but figuring out who you are and what you're passionate about is just as important regardless of how long it takes you to get that piece of paper!

A reminder I would like to give to current NICC students, please just go to class. That may come off as harsh, but it's really that simple. There is such a diverse group of students at NICC from single moms, non traditional students like myself, and students straight out of high school. I know that life is hard and sometimes it can feel like all the bad things are happening at once, but if you prioritize and figure out what you need to do in order to make it to class as often as possible, you will succeed!

NICC Employee Update continued from page 11

lege of Art and Design. Currently, I am a candidate for an MA in creative writing at Arcadia University.

My work has shown in several juried national and international exhibitions in New York, Pennsylvania, Chicago and Ireland. I have won several awards and presently has several works in permanent collections. My work in both writing and art have been published in several publications including Fish Food, The Warren, Silver of Stone, GNU, Dryland Press, and several anthologies Heavy Feather Review is publishing my work currently.

In 1999 I was selected Poet Laureate for Paul H. Dunbar University. At the present time, I write under the pseudo name B.G. Thomas and reside in Macy, Nebraska, with extended family including three barking members and four bossy, moody, occasionally evil bosses who

punish the peasants by depositing things in the laundry. For now I am the Alpha II instructor for the GED program plus tutors students who need help, and am an adjunct teacher in fine arts and creative writing.



My name is Dasha Weatherman, and I first became involved with NICC as a graduate student. Through the SD-IGERT program. A few other grad students and I developed an undergraduate Chemistry curriculum, and helped to restart offering Chemistry courses routinely at NICC by co-teaching Chemistry. I also helped develop and perform Chemistry workshops for NICC and other Tribal Colleges in the area. These interactions

with NICC left a profound imprint on me, and I excitedly joined the Math & Science Department at NICC in 2017 as a faculty member.

A true spectroelectrochemist at heart, I enjoy research devoted to fluorescent materials designed to remove contaminants from solutions. I studied under Dr. Andrew Sykes, a renowned inorganic crystallographer.

I also carry a passion for Prairie Restoration, which began during my undergraduate years when taking Prairie Ecology with Dr. Brian Hazlett, the Director of the Center for Prairie Studies.

I am eager to develop undergraduate research at NICC as well as exploring ways to break down the stereotypes of learning math and science topics.

Continued on page 18

Nebraska Indian Community College and Partners Launch Dakota Language Training Program

Nebraska Indian Community College, in a partnership with the Shakopee Mdewakanton Sioux Community (SMSC) in Minnesota and three other tribal colleges combined efforts to develop a two year Dakota language training program, Voices of Our Ancestors. The Dakota language is one of our nation's most endangered. In an effort to increase the number of Dakota speakers and teachers, Dakota speakers were encouraged to apply to become instructors, and interested adults age 18 or older were encouraged to apply to be students.

In August 2017, Voices of Our Ancestors began in five participating Dakota communities across several states. The program is entirely funded by the SMSC, which committed nearly \$2 million toward its development and implementation. The program will train a total of 20 Native students across the five participating locations.

To fully immerse the trainees in the experience, the program will be held 40 hours per week over 24 months. Instructors and students will receive a stipend for their participation.

ations to come.”

The Voices of Our Ancestors curriculum will cover Dakota language, culture, and history. The program will also include educational oppor-



NICC's Language Learners (Left to Right) Anjanette Redowl, Sid Bad Moccasin III (instructor), DeWayne Wabasha, Victoria Hallum (absent Jaylon LaPlante)

“We need Dakota speakers and interested learners to stand with us in our effort to preserve, revitalize, and protect the Dakota language,” said Jim Hallum, NICC Tribal Extension Project Director and Santee Sioux Nation Tribal Member. “By taking these steps, we ensure that our culture, values, traditions, and way of life will continue to enrich our children's lives and for the future gener-

tunities for students to share their newly acquired language skills with their communities. All locations will have an open-door policy, allowing other tribal members and students to sit in on classes for free.

In addition to Nebraska Indian Community College and the SMSC, the program's partners in-

Continued non page 22

NICC Adopts New Math Program

Carnegie Math Pathways is the first program of its kind to transform math remediation in community colleges across the country.

The Carnegie Math Pathways program includes two alternative standards-based math sequences called Statway and Quantway, which allow students to enroll directly into college-level math with built-in remediation of necessary math skills. Math remediation policies are the single largest barrier to increasing college completion and a key driver of racial and other achievement gaps. Carnegie Math Pathways give students access to rigorous, college-level math that is relevant to their goals, ensuring that arbitrary and failed remediation policies don't delay or derail students' education.

"The Carnegie Math Pathways program is growing at a remarkable pace, and increasing stu-

dent completion rates at schools across the country. We couldn't be more thrilled — it's our dream to make Statway and Quantway available to all students," said Karon Klipple, Executive Director of Carnegie Math Pathways.

Carnegie Math Pathways served more than 10,000 students in 2016, and this year more than 70 institutions in 17 states will offer Statway and/or Quantway. These alternative pathways replace community colleges' traditional algebra sequences with real-world, standards-based applications like statistics, aligning coursework with students' program of study and accelerating their progress through their college-level courses.

More than 30 Native American Tribal Colleges have turned to Carnegie Math. Nebraska Indian Community College will be the first commencing with Spring Semester 2018, and the

others will follow.

New data show that Statway and Quantway students go on to earn more college level credits, and graduate and transfer at significantly higher rates than their peers, demonstrating the rigor of the approach. Education leaders say these programs provide a model schools across the country should consider adopting. The increased demand, they say, shows institutions are taking notice.

"National results show that Math Pathways dramatically increase student success rates, and provide more opportunities for students to learn and apply math concepts that are relevant to their career choices," said Johanna Duncan-Poitier, Senior Vice Chancellor of State University of New York. "Quantway and Statway have been essential to SUNY's completion agenda — put simply, they give students one of

LIBRARIES ARE ESSENTIAL

What will I find when I visit NICC Libraries?

- ⇒ You will find a friendly librarian who will assist your quest for information.
- ⇒ You will find a spot to spend a quiet afternoon reading newspapers or magazines.
- ⇒ You will find computers to use to keep in touch with relatives on FaceBook.
- ⇒ You will find books on every imaginable topic for children, teenagers, and adults. **You can check out books for free.**
- ⇒ You will find genealogy resources.
- ⇒ You will find free Wi-Fi.
- ⇒ You will find children playing games, reading, coloring, or other activities.
- ⇒ You will find a place to do your homework.,
- ⇒ You will find someone to exchange information, news, or ideas.
- ⇒ You will find a safe space.



I LOVE MY LIBRARY

New Math Program

the best chances at success.”

Studies show that Statway students complete college math at triple the rate of those in the traditional sequence, and do so in half the time — across all racial and ethnic groups. Statway students also go on to earn more college credit than their peers in remediation, and transfer to 4-year insti-

tutions at higher rates.

About the Carnegie Foundation for the Advancement of Teaching

The Carnegie Foundation for the Advancement of Teaching is committed to developing networks of ideas, individuals, and institutions to advance teaching and learning. We join together scholars, practitioners, and designers in new ways to solve problems of educational

practice. Toward this end, we work to integrate the discipline of improvement science into education with the goal of building the field’s capacity to improve. For more information about the Carnegie Foundation, visit [CarnegieFoundation.org](https://www.carnegiefoundation.org/new-sroom/news-releases/carnegie-math-pathways-graduates-to-larger-home-invested/).

<https://www.carnegiefoundation.org/new-sroom/news-releases/carnegie-math-pathways-graduates-to-larger-home-invested/>

NICC Employee Update

Continued from Page 14



Hau! Mitakuyepi: My name is Sidney Bad Moccasin, III, 38 years and an enrolled member of the Rosebud, SD. I am currently an Independent Professional Consultant in the area of education and Dakota Language and culture. In the fall of 2016 I began working as Professor of Dakota Language for the Nebraska Indian Community College, Santee, NE. The name of our program is titled "Voices of Our Ancestors," and it's a two-year program designed as an immersion program. I am absolutely thrilled to be here and looking forward to getting to know

all the students, staff, and faculty here at NICC!

My graduate work began in 2005 with an application form posted in The Indian Country Today Newspaper. Fortunately for me I was selected as one of three students to serve as research assistants for three years with The University of Colorado at Boulder, CO, as a professional research assistant under the tutelage of Professor David Rood—one of the foremost leading Siouan Linguists of the world (2007-2010); in that time my colleagues and I served as Editors for the New Lakota Dictionary and Language Consultant for the Lakota Language Consortium Levels 1 & 2 classroom workbooks (2008). I also served as Tribal Historic Preservation Office (THPO) Surveyor and Construction Monitor as well as

THPO Director's Aide for three years (2013-2015). After which I worked one year with the Capital Area Counseling Service (CACS) of Pierre, SD, as the Cultural Coordinator (2015-2016). I decided to move on to The Crow Creek Tribal High School as the Dakota Language Teacher administering to 9-12th grades (2016-2017). Since my hire with CCTHS I was selected as a consultant with the Native Hope Program of Chamberlain, SD, serving as Dakota/Lakota Consultant and Cultural Resource Specialist (2017-present). My undergraduate work was completed at The Institute of American Indian Arts of Santa Fe, New Mexico studying Studio Design as my major where I met many Indigenous Nations from the U.S., Canada, and Mexico, and the world.

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Spotlight on Paraeducator and Pre-Teacher Degree

continued from page 6

to protect the learning experience of other students.

As in many other professions, the job of paraeducator is continually evolving to include new and different tasks. In some cases, paraeducators work as coaches or serve as primary liaisons to parents. One of the interesting duties a paraprofessional educator might perform is maintaining any online materials for a class. The defining feature of this position is that a paraeducator works directly under an educator, receiving supervision and obeying directives as provided.

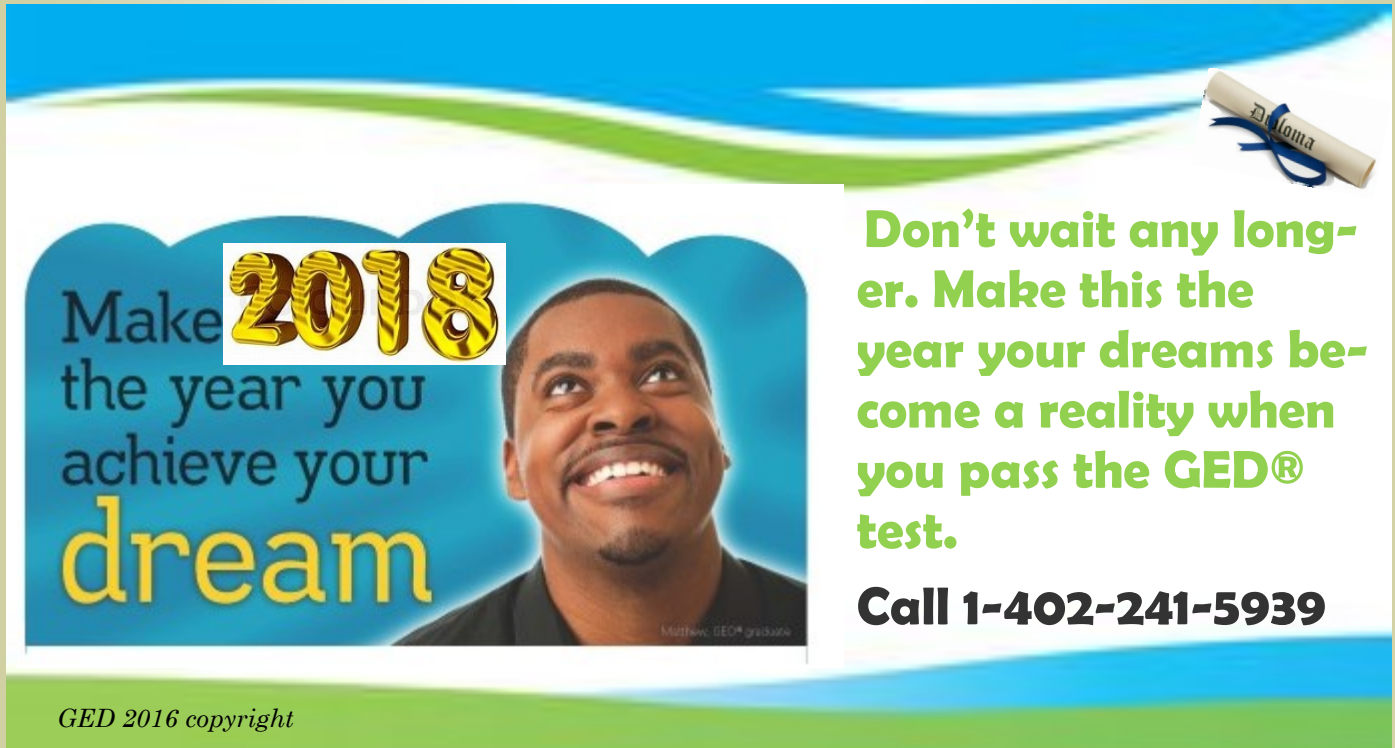
If this is the solution to a new career for you, contact NICC at 402-241-5929 or come and visit with us.

<http://www.wisegeek.com/what-does-a-paraeducator-do.htm>

GENERAL EDUCATION CORE

Division/Course Number	Credits
College Skills	
EDUC 1010/SSS 100 Student Success Strategies	2
EDUC 1020/SSS 101 Career Survival	1
Communications	
ENGL 1010/ENG 101 English Composition I	3
ENGL 1020/ENG 102 English Composition II	3
SPH 110 Fundamentals of Speech or SPCH 1110/SPH 198 Public Speaking	3
Native American Studies	
Language: Omaha I or II; Dakota I or II NASP 1410/NAS 110, NASP 1420/NAS 111, NASP 1510/NAS 120, or NASP 1520/NAS 121	4
History: NASP 1030/NAS 200, NASP 1040/201, NASP 2200/202, NASP 2220/203, NASP 2210/204, or NASP 2300/213	3
Math, Science, & Technology	
MATH 1100/110 or higher MTH 110, 111, 112, 203, 215 or 250	3
BIOS, CHEM, NATR, or PHYS with a lab	4
INFO 1010/CA 104 Introduction to Computers or higher	3
Health & Physical Education	
HLTH 2310/HPR 231 Health, Education, & Wellness	3
HLTH 1020/HPR 171 First Aid/CPR certification	1
Social and Behavioral Sciences	
PSYC 1810/PSY 110 Introduction to Psychology	3
See p. 44 in College Catalog	3
Fine Arts & Humanities	
See p. 44 in College Catalog	3
General Education Core:	42

Continued on page 21



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2017-18 Elsie Gilpin Morris Scholarship. We are grateful for the efforts made by the Morris family, exemplified by Elsie Gilpin Morris and continued by Wynema and Pri, to educate Omaha and other tribal students in a good way. I am also thankful for how they have taught me. Scott Langston and wife

2017 Scholarship The Synod of Lakes and Prairies-Presbyterian Church

2017 Sobriety Powwow: Great West Casualty, Sioux City; Jackson Recovery Centers, Sioux City; Avery Brothers, LLC, Sioux City; Shakopee Mdewakanton Sioux Community, Prior Lake, MN; Ponca Tribe of NE, Niobrara, NE; Chantella Blackbird, Walthill, NE

Paraeducator and Pre-Teacher Degree

PARAEDUCATOR/PRE-TEACHER EDUCATION CORE REQUIREMENTS

CONCENTRATION COURSES	Credits
EDUC 1110- Intro to Professional Education	3
EDUC 1111- Project Para	1
EDUC 1711- Praxis • Core	1
NASP 1080/ NAS 212- Native American Education	3
EDUC 2030- Multicultural Education	3
EDUC 2050- The Exceptional Learner in the Classroom or ECED 2050- Children with Exceptionalities	3
EDUC 2070- Additional Language Acquisition and Development	3
PSYC 2030/ PSY 203- Developmental Psychology (Pre-requisite: PSYC 1810/PSY110)	3
EDUC 1700- Professional Practicum	1-2
TOTAL CONCENTRATION COURSES	21-2

FINAL TABULATION TABLE

TYPE OF COURSES	Credits
General Education Core Credits	42
Concentration Core	21-2
Elective Credits	---
TOTAL COURSE CREDITS (minimum)	63-4



NICC Employee Update (continued from page 18)

I received a Bachelor of Fine Arts (BFA) in Studio Design from The Institute of American Indian Arts, Santa Fe, NM (1999-2003). I also received the National Science Foundation Fellowship to attend graduate school in the field of Linguistics and Secondary Education at the University of Colorado at Boulder, CO (2007-2010). I studied and certified in Field Linguistics at The University of

California Santa Barbara, CA (Spring 2009). I am a certified Lakota Language Teacher through Sitting Bull College-Lakota Language Consortium (LLC), Fort Yates, ND (2009); and certified Tribal Historic Preservation Officer/technician via the United States Department of Interior, Bureau of Indian Affairs, Aberdeen, SD (Bureau of Indian Affairs, Aberdeen, SD (20015).

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Nebraska Indian Community College and Partners Launch Dakota Language Training Program (continued from page 15)

clude three other tribal colleges: the Cankdeska Cikana Community College in North Dakota, Fort Peck Community College in Montana, and the Sisseton Wahpeton College in South Dakota.

About the Shakopee Mdewakanton Sioux Community

The Shakopee Mdewakanton Sioux Community is a federally recognized, sovereign Indian tribe located southwest of Minneapolis/St. Paul. Following a Dakota tradition of generosity, the SMSC is one of the top philanthropists in Minnesota and is the largest contributor to Native American tribes and causes across the country. It is a strong community partner and a leader in protecting

and restoring natural resources. The SMSC's government, Gaming Enterprise, and various other enterprises are collectively the largest employer in Scott County.