

Nebraska Indian Community College

College Catalog
2019 - 2020 Academic Year



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PRESIDENT'S WELCOME

Welcome to the Nebraska Indian Community College!!!

The Nebraska Indian Community College (NICC) is truly distinctive. We are proud to be a Tribal College that has been dedicated to serving working adults for more than forty years by offering relevant and attainable educational programs. Whatever your educational aspiration, you will find that NICC offers you an experience that is both grounded in the reality of real-world situations and inspired by the possibilities of the future.

Over the course of the next year, the college will be going through a strategic planning process. Please take the time to assist with this important of process to help the college to become a stronger institution.

The college faculty and staff are always willing to help with any issue that may arise. Please do not hesitate to contact any of the faculty or staff to answer any question that you may have. I also want to take a brief moment to thank all of the students, alumni, faculty, staff, board members, the Omaha and the Santee Nations, and all of the college's other supporters for everything that you have done to make NICC successful. Without all of you the college could not succeed.

Welcome to NICC, where you can acquire knowledge that will make you as distinctive as this exceptional school.

Respectfully,

A handwritten signature in black ink, appearing to read 'Michael Oltrogge', with a large, sweeping horizontal flourish extending to the right.

Michael Oltrogge, Ph.D.

President

ACADEMIC CALENDAR
2019-2020

Dakota (Iyapi)

Omaha (Umo^hoⁿ)

Pta ⁿ yetu	To ⁿ ga-xtho ⁿ	Fall Semester 2019	
Wasutu ⁿ Wi	O ⁿ p ^h o ⁿ Hut ^h ó ⁿ i-k ^h e	August 16-19 August 20-22 August 26	Umo ^h o ⁿ Powwow – NICC offices closed Fall Orientation (20 South Sioux, 21 Santee, 22 Macy) Fall Semester Begins
Wayuksapi Wi	Táxti Mo ⁿ nó ⁿ ai-k ^h e	September 2 September 6 September 9 September 9 September 27	Labor Day – NICC offices closed Last day to Add/Drop Census Date “Incomplete” grade change due from Summer Term Native American Day – Umo ^h o ⁿ Observance - NICC offices closed
Ça ⁿ wapakasna Wi	Táxti Kighí ^g tho ⁿ i-k ^h e	October 14 October 14-18 October 25 October 28	Native American Day – Isanti Observance - NICC offices closed Mid-Terms Mid-Term Grades Due 2020 Spring registration begins
Taheça p ^s u ⁿ Wi	Táxti Hé Baxó ⁿ i-k ^h e	November 11 November 28-29	Veteran’s Day Observed – NICC offices closed Thanksgiving Break – NICC offices closed
Ça ⁿ kapopa Wi	Wasábe Zhi ⁿ ga ídai-k ^h e	December 9-13 December 18 December 21- January 5	Finals Final Grades Due Holiday Closedown – NICC offices closed
Wetu	Mépaho ⁿ ga	Spring Semester 2020	
Witehi Wi	Hó ⁿ ga Umúbthi ⁿ i-k ^h e	January 6 January 7 January 13 January 20 January 24 January 27	Registration for Spring Semester continues Student Orientation via VTC Spring Semester begins Martin Luther King Jr. Day – NICC offices closed Last day to Add/Drop Census Date/ Final day to apply for Graduation (\$200.00 application fee, non-refundable) “Incomplete” grade change due from Fall Term
Wiçata Wi	Míxa To ⁿ ga Agthí ⁿ i-k ^h e	January 27 February 3-7 February 17	Tribal College Week Native Pride Day – NICC offices closed
Istawiçayazan Wi	Pénishka Mí Etái-k ^h e	March 9-13 March 14-17 March 16-20 March 20 March 30 April 10-13	Mid-Term AIHEC Student Conference (Sante Fe, NM) Spring Break- No classes; NICC <u>offices open</u> Mid-Term Grades Due Summer and Fall 2020 registration begins Recess – NICC offices closed
Mağa okada Wi Wožupi Wi	Mí Éaton Thi ⁿ ge-k ^h e Mí wáai-k ^h e	May 4-8 May 13 May 16	Finals Final Grades due Commencement Ceremonies (Santee)

Bdocketu	Mo ⁿ shté	Summer Semester 2020 (5 week and 8 week sessions)	
Wožupi Wi	Mí wáai-k ^h e	May 25	Memorial Day – NICC offices closed
		May 26	Summer Session begins
		May 30	Umo ⁿ ho ⁿ Observance of Memorial Day
Wazušteçaša Wi	Ténuga Mí ⁿ ga Unái-k ^h e	June 1	Last day to Add/Drop; Census Date
		June 12	“Incomplete” Grade change due from Spring Term
		June TBA	Isanti Powwow – NICC offices closed
		June 25	5-week session: Final
Çanpaša Wi	Té Hut ^h o ⁿ i-k ^h e	July 1	5-week session: Grades are Due
		July 3	Independence Day observed- NICC offices closed
		July 15-16	8-week session: Finals
		July 22	8-week session: Grades are Due

GENERAL INFORMATION

HISTORY OF THE OMAHA TRIBE OF NEBRASKA AND IOWA

The Omaha Tribe originated because of a division within the Sioux Nation in the early 1500s. They had lived together near the junction of the Ohio and Wabash Rivers, near present-day Cincinnati, Ohio. Migrating westward with the Quapaw, the Omaha settled at the mouth of the Missouri River on the northern edge of present-day St. Louis, Missouri. The Quapaw traveled further south and located on the western side of the Mississippi.

The Omaha, "those going against the wind or current," remained near St. Louis until the late 1700's. At this time, they migrated north up the Missouri River to the mouth of the Big Sioux River, near present-day Sioux City, Iowa. From there they followed the Big Sioux to the Rock River and finally stopped near Pipestone, Minnesota. From here the Omaha began a migration back south to the Missouri River staking out hunting grounds on the west side of the Missouri River, now known as Nebraska. Their territory extended from near Yankton, South Dakota, south to Rulo, Nebraska, and up to 150 miles west, an area of 35,600,000 acres. Their movements are not exactly known over the next 30 to 35 years, but it is recorded that they had villages at Homer and Bellevue, Nebraska and probably several other locations up and down the river. Every eight to fifteen years they moved their village to clean ground and new hunting areas.

Around 1750, the Omaha encountered the first European fur traders in the Bellevue area. Around 1800, the first of these fur traders married into the Omaha tribe. The Omaha thrived through the 1700s, as they were excellent hunters and good farmers. They always grew good gardens of corn, beans, squash and melons. Buffalo served as their general store, providing food, clothing, blankets, rope, moccasins, fuel, shelter, and utensils.

By 1815, the Omaha became very worried about the dwindling bison food supply and protection from hostile tribes. This led to the first signing of a treaty with the United States government.

The tribe today consists of some 5,000 enrolled members with approximately 3,000 residing on the reservation, which is headquartered at Macy, Nebraska. The resident members elect their tribal government on a rotating basis.

HISTORY OF THE SANTEE DAKOTA NATION

The Santee were the "frontier guardians of the Sioux Nation" that ranged from the Santee's home in what is currently Minnesota, across the Plains and to the northern Rocky Mountains in Montana and south through the northwestern part of Nebraska. Four bands comprised the Santee division of the Sioux Nation, the Mdewkanton, Wahpeton, Sisseton and the Wahpekute. The Santee Tribe was basically a woodlands tribe, living in semi-permanent villages and engaging in some farming.

The Isanti originally lived in the north central part of Minnesota, but the Santee's defeated by the Chippewa at the Battle of Kathio in the late 1700s forced them to move to the southern half of the state. The first treaty between the Santee and the government was signed in 1805, ceding one thousand acres of Santee land in exchange for \$2,000. Fort Snelling, built in 1819, allowed further white settlement contrary to treaty specifications. The 1837 treaty authorized the Santee cession of all their land east of the Mississippi River. Lands west of the Mississippi were to be allotted exclusively for the Santee. Altogether, the Santee gave up 35 million acres, the "garden spot of the Mississippi Valley."

The 1837 treaty also designated a tract of land in southwest Minnesota for the Santee reservation. Following the treaty negotiations, Congress failed to appropriate the money for the annuity payments due to the tribe, and the government failing to provide the agricultural supplies and implements

promised in the treaty. With the absence of game, insufficient means to raise adequate crops, and lack of annuity payments to purchase food and supplies from agency traders, the tribe faced eventual starvation. These factors contributed to the paranoia and mistrust felt by both sides as isolated outbreaks of violence occurred between the settlers and renegade bands of the tribe.

These factors led to the events which triggered the Santee Uprising of 1862. An argument developed between two young Santee men over the courage to steal eggs from a white farmer. The test for courage became a dare to kill, ending in the killing of three white men and two women. Santee leaders, Little Crow, Medicine Bottle, Shakopee and Big Eagle debated whether to take the offensive against the "bluecoats." The young men, hungry and cynical, eventually convinced their disillusioned leaders that their fate was inevitable. However, not all Santee participated in the uprising and many of those that did helped white people escape their people's vengeance.

The uprising was short lived. The lack of unity among the Santee willing to fight equally negated the force of their attack. While Little Crow and other tribal leaders wanted to concentrate on dislodging the Army from their forts, many of the younger men plundered several small towns. This diffused the strength of the Santee's attack on Fort Ridgely, an important Army fort.

Events following the surrender of the Santee and the release of their white captives permanently stained American history. Colonel Henry Sibley, commander of the U.S. troops in Minnesota, imprisoned 1,800 Santee. Many had surrendered believing that they would receive just and fair treatment as promised by the Colonel. However, an Army commission was formed to prosecute the Santee "conspirators," who were denied access to legal counsel. Consequently, over three hundred Santee were sentenced to death. Protest by a handful of concerned missionaries and individuals brought the matter to President Lincoln's attention, who reviewed the cases and commuted all but thirty-nine sentences. One additional Santee was granted a reprieve before the scheduled execution. In December of 1862, thirty-eight Santee were executed in Mankato, Minnesota which is the largest mass execution ever carried out by the US government.

Following this, a reservation site in South Dakota called Crow Creek was selected for the Santee. Two thousand Santee refugees were herded on boats and shipped upstream to this new home. The tribe suffered over 300 deaths during the first months at Crow Creek, mostly due to disease and undernourishment.

Recognizing the unfeasibility of making Crow Creek a permanent reservation site, a reserve in northeastern Nebraska along the Missouri River was finally chosen, and the Santee again moved to a new home in what is presently Knox County. The reservation originally consisted of 115,075 acres. Later, in part through the Dawes Severalty Act of 1887, the land was allotted, which significantly reduced the tribe's total acreage.

Today, the Santee Dakota Reservation encompasses an area of roughly 9,449 acres. The reservation is bordered on the north by the Missouri River and stretches approximately 17 miles to the south and is 13 miles from east to west. The village of Santee is located in the northwestern area of the reservation and borders the river.

The Santee Normal Training School, established by missionaries in 1870, greatly influenced the development of the tribe during the latter decades of the 19th century. In 1936 the school closed because of insufficient funding.

In spite of severe punishment from the US Government and removal from their traditional homelands in 1862, the Santee Dakota Nation continues to strive toward self-determination through economic development and education. The Santee Public School District and the Nebraska Indian Community College provide education.

HISTORY OF THE COLLEGE

The Nebraska Indian Community College was founded in 1973 as the American Indian Satellite Community College under a grant from the Fund for the Improvement of Post-Secondary Education. The grant was administered through Northeast Technical Community College in Norfolk, Nebraska, to provide post-secondary education on the Omaha, Santee Dakota, and the Winnebago reservations.

The American Indian Satellite Community College established classrooms and administrative offices in communities on each reservation, with the central office located in Winnebago. In 1979, the schools of the American Indian Higher Education Consortium, of which the Nebraska Indian Community College is a member, succeeded in persuading Congress to pass and fund Public Law 95-471, the Tribally Controlled Community College Act. Nebraska Indian Community College and other tribally controlled community colleges thus became eligible for direct funding from the federal government. With this newly available financial resource, the institution established itself as a fully independent two-year college. NICC was granted a charter by the governments of each of the Nebraska Indian tribes.

In serving its clientele, Nebraska Indian Community College has had a substantial impact by making a variety of cultural, educational, and social resources available in isolated and economically underdeveloped areas. The college libraries at each campus are developing collections of resources important to the history and culture of each tribe, and the nation.

In June of 1981, the North Central Association of Colleges and Schools (NCA) approved the college for accreditation at the associate degree granting level. The institution was granted a charter by each of the three Nebraska Indian Tribes. A Board of Trustees comprised of three members from each tribe was appointed by the individual Tribal Councils to govern the college. To reflect its independent status, the Board renamed the institution the Nebraska Indian Community College. In 1994, NICC was designated by federal legislation as a land grant institution.

Today, NICC serves the Omaha Tribe of Nebraska, at the Macy Campus, and the Santee Dakota Nation, at the Santee Campus, and maintains a campus site in downtown South Sioux City, Nebraska.

MISSION

The Nebraska Indian Community College provides quality higher education and lifelong educational opportunities for Umo^{ho} (Omaha), Isanti (Santee Dakota) and all learners.

VISION

Nebraska Indian Community College is envisioned as a comprehensive Tribal College which values service through high quality education. The college is distinctive in serving the diverse people of the Umo^{ho} (Omaha) and Isanti (Santee Dakota) Nations. It features an enriched living and learning environment and year-round operation. The identity of the college is framed by a substantive commitment to multicultural learning.

Institutional programs value and cultivate the creative and productive talents of learners, faculty, and staff, and seek ways to contribute to the self-sufficiency of the Nations served, the well-being of our communities, and the quality of life and development of its learners, faculty, and service areas.

The overall goals of NICC:

- Prepare individuals for their roles as effective tribal members and citizens in a changing and complex environment.
- Integrate, revitalize and preserve Umo^{ho} and Isanti culture throughout the college environment, including but not limited to: history, Umo^{ho} language, Dakota language,

- games, songs, arts/crafts and the way of life.
- Expose students to and expand the mission driven curriculum in the arts, humanities, communication, sciences, mathematics, social sciences, and Native American studies.
- Build skills for lifelong learning.
- Provide an enhanced, sustainable, positive learning environment.
- Organize, manage, and finance higher education for NICC as a model Tribal College.
- Integrate learning in ways that cultivate an individual's understanding and ability to think about large and complex subjects, formulate and analyze valid concepts, solve problems, and clarify values.

CORE BELIEFS AND VALUES

The College is committed to the following Core Beliefs:

- We believe in empowering our students with tools for Tribal Nation building, so that our communities can achieve a higher level of sovereignty and self-determination.
- We believe in the cultural preservation, continuity, and revitalization consistent with the Umo^hoⁿ (Omaha) and Isanti (Santee Dakota) peoples' needs, including languages and Tribal knowledge.
- We believe that learning is a life-long process, and the learner-centered atmosphere is of the utmost importance.
- We believe in a safe and healthy working and learning environment that promotes free expression and the exchange of ideas, so learners will be challenged to think holistically, and be able to live responsibly and productively in a Tribal and global society.

In addition, the College is committed to the following Core Values:

Umo ^h o ⁿ Core Value	Literal English Translation	NICC English Core Value	Literal English Translation	Dakota Core Value
o ⁿ wo ⁿ ghe see thay no ⁿ o ⁿ wó ⁿ gisithe nó ⁿ	we think about them / keep them in our mind	<i>student-centered</i>	they (the students) stand at the center of the camp circle	wó'uṇspe khuwápi čhokáta énažin
wee ⁿ kay xte wí ⁿ k ^h e xti	telling the real truth	<i>honesty</i>	truth, sincerity	wówičakhe
ou kgee kga ⁿ ukíko ⁿ	helping each other	<i>loyalty</i>	stay with one other	wónakičiziṇ
geo ⁿ thah bah zhe kió ⁿ tha bazhi	staying by each other / not abandoning one another			
ou shkou da ⁿ úshko ⁿ údo ⁿ	good ways	<i>generosity</i>	to place something or somebody within your heart	wačháṇtohnake
ou thou dom bay	consideration / restraint /	<i>humility</i>	to humble oneself	wo'únšic'iye

uthúdo ^h be	thoughtfulness			
o ⁿ thay ee yay	speaking softly			
ó ⁿ the iye				
thah 'ay kee thah	being kind to each other			
tha'é kitha				
wah no ⁿ day hee day	showing concern for others	<i>compassion</i>	to be compassionate	wó'uṅšida
wanó ⁿ dehide				
thah 'ay wah thay	kindness / pity			
tha'é wathe				
ay kee ga ⁿ	alike	<i>equality</i>	alike, working together for same goal	iyúha ówanžina na'úṅžipi
ék ^h igo ⁿ				
ee hou thay	getting permission in the right way			
íh ^u the		<i>respect</i>	respectful or polite	wóyu'onihan
ghe g'thee yay zhou bah	self-respect		self-respect	íhdu'onihan
kighíézhuba				
o ⁿ xte	honored / important	<i>honor</i>	to honor somebody by words of praise	wayu'onihan
ó ⁿ xti				
ou thou nah zhe	to depend on somebody			
uthúno ⁿ zhi ⁿ		<i>trust</i>	trusting someone	wačhín ^y aṅpi
ay thay éthe	kin	<i>kinship</i>	family group	wótakuye
wah zhee ⁿ skah	wise / mindful	<i>wisdom</i>	wisdom	wōksape
wazhí ⁿ ska				
Wah kgo ⁿ dah wah thah ha ⁿ no ⁿ	prayerful			
Wakó ⁿ da wathaho ⁿ nó ⁿ		<i>spirituality</i>	Dakota spirituality	Dakhód wóchekiye

Note These core values have been prepared for the spring 2018 update to the College's Mission Statement and other materials and approved by official College bodies. Tribal elders Hawatay (Winona Caramony) and Theumba Ghagtha (Thióⁿba Gighé/ Joseph Harlan) authorized these translations into Umóⁿhoⁿ on Friday the 20th and Monday the 23rd of April 2018. It was decided to make the list of values Umóⁿhoⁿ-centric by putting the core values in Umóⁿhoⁿ first and including some of the most important values from the Elders' teachings. Each Umóⁿhoⁿ word is spelt in Hawatay's preferred Spalding spelling first, and then in standard modified LaFlesche spelling. Similarly, the Dakota language immersion program leader Sid Bad Moccasin III, along with two immersion learners DeWayne Wabasha and Jaylon LaPlante used the list of Umóⁿhoⁿ-centric core values provided to guide their own list of core values in Dakota. The Dakota spelling used here follows the Lakota Language Consortium (LLC) standard orthography. Kristine Sudbeck and Bryan James Gordon assisted with documentation.

THE LOGO



The college's logo contains many symbolic images. Here is short description of some of those images.

- The bison symbolizes the white buffalo, which many Native American tribes revere as sacred. Only rarely, in the course of many generations, is a true white buffalo (not an albino) born.
- The triangles in the background represent the "Four Hills of Life" the first hill represents infancy (innocence), the second hill represents youth (growth), the third hill represents adulthood (maturity), and the fourth hill represents old age (wisdom). A person climbs each hill of life; when one reaches the fourth hill of life, one looks back to see the other generations that follow.
- The river symbolizes the Missouri River at whose banks rest the Santee Dakota and Omaha Reservations
- The eagle feathers, sacred symbols of Native American tribes, represent the four directions.
- The circle is among the most significant of the Native American symbols. It represents the sun, the moon, the Hogan, the tepee, the clan circle, the shield, the drum, and the fire pit. The circle symbolizes the cyclical aspect of nature, the seasons, and life itself.

INSTITUTIONAL ACCREDITATION AND ASSOCIATIONS

NICC is accredited by the Higher Learning Commission a Commission of the North Central Association, 230 South La Salle Street, Suite 7-500, Chicago, Illinois, 60604-1411. Their telephone number is (312) 263-0456.

The college is associated with the following institutions: American Indian Higher Education Consortium, Nebraska Post-Secondary Coordinating Commission, the Council for Opportunities in Education, National Aeronautics and Space Administration, Kellogg Foundation, American Indian College Fund, University of Nebraska-Lincoln, University of Nebraska Omaha, University of Nebraska Kearney, University of Iowa, Iowa State University, Waldorf College, South Dakota State University, North Dakota State University, University of South Dakota, Morningside College, Dakota Alliance, The Nebraska Transfer Initiative, Bureau of Indian Affairs, Bureau of Indian Education, United States Department of Agriculture, Housing and Urban Development, Department of Education, Nebraska Community College Association, Nebraska Early Childhood Education Partnership, The League for Innovation in the Community College, National Indian Education Association, and American Distance Education Consortium (ADEC).



Business students working on a project Spring 2018

COLLEGE POLICIES

The administration, staff, and faculty of the Nebraska Indian Community College (NICC) are committed to a program of equal opportunity for education, employment, and participation in college activities without regard to race, color, sex, age, religious creed, political ideals, marital status, physical or mental handicap, national origin or ancestry.

The Nebraska Indian Community College complies with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as well as applicable federal, state, tribal, and local laws. The people charged with monitoring and coordinating Equal Opportunity and Affirmative Action

matters, as well as compliance with the aforementioned laws are members of the Executive Committee.

The College retains the right to follow a policy of Indian preference in employment in line with the Title VI and Title VII of the Civil Rights Act of 1964, the Title IX of the Education Amendments of 1972 and any other applicable federal, state and tribal laws.

The College and its Board of Directors reserve the right to make changes in course offerings, policies, tuition and fees without notice.

STUDENT RIGHTS

The following rights of the student are recognized as among those that the College has the responsibility to foster and protect.

- The right to pursue educational, recreational, social, religious, and cultural activities.
- The right to maintenance of a campus environment characterized by safety and good order.
- The right to organize, join, and maintain membership in associations to promote lawful interests the student holds in common with other students, subject to reasonable and non-discriminatory College regulations.
- The right to appropriate available services of the faculty, administrative offices, and support services of the College.
- The right to report grievances or complaints to college administration or staff, local police, Federal agencies, or Tribal authorities.
- The right to fair and impartial evaluation of the student's academic work.
- The right to have complete and accurate records maintained by the College of the student's academic performance and the right to review them.
- The right, through representatives of the student's choice, to voice his or her opinion and to participate in the formulation of regulations affecting student affairs.
- The right to have the College maintain and protect the student's academic conduct, financial information, and counseling records, as required by the Family Educational Rights and Privacy Act (FERPA). A copy of the FERPA Act may be requested through the Admissions/Advising/Records Office and can be viewed under Consumer Information at www.thenicc.edu. The student has the right to provide a written request for the disclosure of their records. If the student requests a copy of the records, a charge of \$.10 per page will be assessed to the student's account. See also Release of student information for more information.

SEXUAL AND GENDER HARASSMENT

NICC is pledged to maintain a safe working and learning environment because sexual harassment can interfere with a student's academic performance and emotional and physical well-being, and that preventing and remedying sexual harassment in schools is essential to ensure nondiscriminatory, safe environments in which students can learn.

Current laws define various violent and/or non-consensual sexual acts as crimes. Additionally, Nebraska Indian Community College has a defined category of sexual misconduct for which action under this policy may be imposed. Generally speaking, NICC considers sexual intimidation or exploitation violations to be the most serious, and therefore typically imposes the most severe sanctions, including suspension or expulsion for students and termination for employees. However, NICC reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any act of sexual misconduct or other gender-based offenses, including intimate partner or relationship violence, nonconsensual sexual contact, and stalking based on the facts and circumstances of the grievance.

Complaints regarding sexual and gender harassment will be directed to the Human Resource Manager and/or Academic Dean. For additional information refer to:
<http://www.thenicc.edu/images/pdfs/2017-Annual-Security-Report.pdf>

DISCRIMINATION

Fair, prompt, and impartial consideration of complaints involving discrimination on the grounds of race, religion/world view, biological sex, gender, language, age, national origin, Tribal affiliation, or ability will be provided to students and staff without fear of reprisal. Full cooperation will be provided to an individual who files a complaint of discrimination. Matters of discrimination can be directed to the Human Resources Manager or Academic Dean.

SERVICES FOR STUDENTS WITH SPECIAL NEEDS

Nebraska Indian Community College is committed to serving qualified students with disabilities with reasonable accommodation under the Americans with Disabilities Act.

To comply with the mandate of Section 504 of the Rehabilitation Act of 1973, NICC ensures that comparable education programs and services offered to other qualified students are available to qualified students with disabilities. A “qualified student with disabilities” is one who, with reasonable accommodation, can meet all of an education program’s requirements notwithstanding the disability.

Reasonable accommodations are made in the instructional process to ensure appropriate education opportunity. This principle applies to teaching strategies and modes, as well as to institutional policies. It does not mean, however, that essential elements of a course or program will be deleted or substantially altered because of the disability. The objective is to assist the student in meeting established academic standards, not to provide a program different in substance from that provided to other qualified students.

In order for a student to receive disability accommodations under Section 504 of the Rehabilitation Act of 1973, he or she must schedule an individual meeting with their Faculty member before each semester or upon immediate recognition of the disability. It is the student’s responsibility to inform the instructor of the disability and the type of accommodation needed. If the classroom instructor is unable to provide the accommodation, or if the instructor refuses the student’s request, the student may request advocacy services from the Academic Dean.

Students with disabilities must provide written documentation from a medical physician and/or licensed clinician that verifies his or her disability with recommended accommodations. Documentation must be current (within 3 years) and will be filed in the student’s permanent record housed at the Macy Campus. Faculty will assist the student in notifying his or her Student Services Advisor about the recommendation for academic accommodation. Disability accommodation plans must be updated EACH SEMESTER.

In the event of a rejection of accommodation request, the student has the right to file a formal grievance by using the protocol currently in place. The [Grievance Process](#) is listed in its entirety in the Current College Catalog on page 24.

SMOKING POLICY

Nebraska Indian Community College is a smoke-free institution and smoking is prohibited inside any of the buildings maintained, owned, and operated by the college. This policy applies to all employees, students, and visitors.

Cigarettes, tobacco, and devices such as e-cigarettes, pipes, and vaporizers will be allowed in designated smoking areas only outside of the buildings and must be at least 15 feet from any entrance, exit, or ventilation system.

Smoking is not allowed near the front entrances to any of the main campus buildings. The designated smoking areas are posted at each campus. There is no smoking in NICC Vehicles.

DRUG-FREE COLLEGE COMMUNITY

NICC is committed to providing a healthy, safe, and secure educational environment. It is policy that reasonable measures shall be taken to establish and maintain a drug-free college community as required by the Drug-Free Schools and Communities Act (Public Law 101-226) and Drug-Free Workplace Act of 1988 (Public Law 101-690) and applicable state and tribal statutes. No person - student, faculty member, staff or visitor - shall be permitted on college premises in a state of intoxication, or under the influence of illegal substances. Neither alcohol nor controlled substances may be carried, consumed, manufactured or distributed at NICC college events, or on NICC premises. *In the college curriculum, health and social risks of alcohol and drugs are addressed in the required courses of Health Education and Wellness. (Remove this sentence and replace with following paragraph.)*

The use of illicit drugs and the abuse of alcohol carry significant social, physical, and emotional health risks. Users may suffer damage to key body organs such as the heart, liver, kidneys, and central nervous system. Drugs can kill the user, and the use of drugs and alcohol during pregnancy may cause birth defects or death of unborn babies. Drugs and alcohol abuse may cause difficulties with concentration and memory that impairs learning. Drugs and alcohol abuse can be instrumental in the deterioration of family units and the breakdown of friendships and other support systems.

DISCIPLINE

Students are to maintain orderly conduct that is consistent with an educational environment. An instructor may remove a student from the classroom for disciplinary reasons. The violation is then reported to the Academic Dean for review and action. Discipline is the responsibility of the Academic Dean who has the authority to act on any violation and take whatever action is deemed appropriate. The Academic Dean will review all complaints and may dismiss the allegations, make an administrative disposition, or conduct a formal hearing in conjunction with the grievance committee. Possible disciplinary actions can be found in the Student Rights section of this catalog. Students dissatisfied with findings of the Academic Dean should follow the Grievance Procedure.

COLLEGE SANCTIONS

The exhibition of intoxication or drug impairment on Campus locations will result in the student being escorted out of the campus facilities. If the student does not have a ride the authorities should be called. Repeated offenses will result in expulsion from school.

Any alcohol or drug related incident that involves harassing or threatening statements that potentially endangers any student, staff, Faculty or Administrator will automatically result in the college calling the authorities and will result in expulsion from school.

Offenses that are managed internally may result in the loss of travel privileges and/or loss of Institutionally managed scholarships.

If a student under the age of 21 is involved in any of the above actions their parent or guardian will be notified. Any expulsion or termination related to alcohol abuse or drug use will result in the student or employee being required to complete a licensed treatment program and show proof prior to their review for reinstatement.

The drug penalty schedule is as follows:

POSSIBLE DRUG PENALTIES UNDER TRIBAL, STATE AND FEDERAL LAW*

(*not a comprehensive list)

Schedules-Drugs and other substances that are considered controlled substances under the Controlled Substances Act are divided into five schedules. For the most up to date and complete schedules, which are published annually see Title 21 Code of Federal Regulations (C.F.R.) §§1308.11 through 1308.15. Substances are placed in their respective schedules based on whether they have a currently accepted medical use in treatment in the United States, the relative abuse potential, and likelihood of causing dependence when abused. Some examples are listed below:

Schedule I Controlled Substances

Substances in this schedule have no currently accepted medical use in the United States, a lack of accepted safety for use under medical supervision, and a high potential for abuse. Examples of Schedule I substances are: heroin, lysergic acid diethylamide (LSD), marijuana (cannabis), peyote, methaqualone and 3,4-methylenedioxymethamphetamine (Ecstasy).

Schedule II/IIIN Controlled Substances (2/2N)

Substances in this schedule have a high potential for abuse which may lead to severe psychological or physical dependence. Examples include: hydromorphone, methadone (Dolophine®), meperidine (Demerol®), oxycodone and fentanyl. Other Schedule II narcotics include: morphine, opium, codeine and hydrocodone. Schedule II stimulants include: amphetamine (Adderall®), methamphetamine, and methylephenidate (Ritalin®).

Schedule III/IIIN Controlled Substances (3/3N)

Substances in this schedule have a potential for abuse less than substances in Schedules I or II and abuse may lead to moderate or low physical dependence or high psychological dependence. Examples include: Narcotics products including not more than 90 milligrams of codeine per dosage unit and buprenorphine, and non-narcotics such as ketamine and anabolic steroids.

Schedule IV Controlled Substances

Substances in this schedule have a low potential for abuse relative to substances in Schedule III. Examples are: alprazolam (Xanax®), clonazepam (Klonopin®), diazepam (Valium®), lorazepam (Ativan®), and triazolam (Halcion®).

Schedule V Controlled Substances

Substances in this schedule have a low potential for abuse relative to substances listed in Schedule IV and consist primarily of preparations containing limited quantities of certain narcotics. Examples include: cough preparations containing not more than 200 milligrams of codeine per 100 milliliters or per 100 grams (Robitussin AC®, Phenergan with Codeine®), and ezogabine.

Drug Trafficking is defined as the selling, manufacturing, growing, delivering, or possessing more than a certain amount of a controlled substance. The amount of the substance that needs to be involved in order to label it a trafficking charge depends on the substance. Below are the federal penalties for certain trafficking crimes (excluding marijuana):

FEDERAL TRAFFICKING PENALTIES FOR SCHEDULES I, II, III, IV AND V (EXCEPT MARIJUANA)

The following Substances and amounts are subject to a **first offense penalty** of not less than 5 years and not more than 40 years in prison. If death or serious bodily injury, not less than 20 years or more than life imprisonment and/or a fine of not more than \$5 million if an individual and not more than \$25 million if not an individual. They are subject to **second offense penalties** of not less than 10 years and no more than life. If death or serious bodily injury then life imprisonment. A second offense may have a fine of not more than \$8 million if an individual and not more than \$50 million if not an individual.

Schedule I: Fentanyl Analogue 10-99 grams mixture, Heroin (100-999 grams mixture), LSD (1-9 grams mixture); **Schedule II:** Cocaine (500-4999 grams mixture), Cocaine Base (28-279 grams mixture), Methamphetamine 5-49 grams pure or 50-499 grams mixture), PCP (10-99 grams pure or 100-999 grams mixture); **Schedule IV:** Fentanyl (40-399 grams mixture).

The following Substances and amount are subject to a **first offense penalty** of not less than 10 years and not more than life imprisonment. If there is death or serious bodily injury, not less than 20 years or more than life imprisonment. First offense penalty is also subject to a fine of not more than \$10 million if an individual and not more than \$50 million if not an individual. A second offense is subject to a penalty of not less than 20 years and not more than life imprisonment. If death or serious bodily injury the penalty is life imprisonment. A **second offense penalty** is subject to a fine of not more than \$20 million in and individual and not more than \$75 million if not an individual. If there **are two or more prior offenses** the penalty will be life imprisonment and a fine of not more than \$20 million if an individual and not more than \$75 million if not an individual:

Schedule I: Fentanyl Analogue (100 grams or more mixture), Heroin (1 kilogram or more mixture), and LSD (10 grams or more mixture); **Schedule II:** Cocaine (5 kilograms or more mixture), Cocaine Base (280 grams or more mixture), Methamphetamine (50 grams or more pure or 500 grams or more mixture), PCP (100 grams or more pure or 1 kilogram or more mixture); **Schedule IV:** Fentanyl (400 grams or more mixture).

OTHER DRUG TRAFFICKING PENALTIES FOR SCHEDULES I, II, III, IV AND V (EXCEPT MARIJUANA)

Any amount of other Schedule I & II Substances, Any Drug Product Containing Gamma Hydroxybutyric Acid, and Flunitrazepam (Schedule IV-1 gram). First Offense: Not more than 20 years imprisonment. If death or serious bodily injury, not less than 20 years or more than life imprisonment and/or a fine not less than \$1 million for an individual and not more than \$5 million if not an individual. **Second Offense:** Not more than 30 years imprisonment. If death or serious bodily injury, life imprisonment. Second offense is also subject to a fine of no more than \$2 million if an individual or no more than \$10 million if not an individual.

Any amount of Other Schedule III Drugs. First Offense: Not more than 10 years imprisonment. If death or serious bodily injury, not more than 15 years imprisonment. A first offense may also have a fine of no more than \$500,000 if an individual and no more than \$2.5 million if not an individual. **Second Offense:** Not more than 20 years imprisonment. If death or serious injury, not more than 30 years imprisonment. Second offense is also subject to a fine of not more than \$1 million in an individual and not more than \$5 million if not an individual.

Any Amount of All Other Schedule IV Drugs (other than one gram or more of Flunitrazepam). First Offense: Not more

than 5 years imprisonment and/or a fine of not more than \$250,000 if an individual and not more than \$1 million if not an individual. **Second Offense:** Not more than 10 years imprisonment and/or a fine of not more than \$500,000 if an individual nor more than \$2 million if other than an individual.

Any Amount of All Schedule V Drugs. First Offense: Not more than 1 year imprisonment and/or a fine of not more than \$100,000 if an individual and not more than \$250,000 if other than an individual. **Second Offense:** Not more than 4 years imprisonment and/or a fine of not more than \$200,000 if an individual and not more than \$500,000 if not an individual.

FEDERAL TRAFFICKING PENALTIES FOR MARIJUANA, HASHISH AND HASHISH OIL, SCHEDULE I SUBSTANCES

Marijuana (1,000 kilograms or more marijuana mixture or 1,000 or more marijuana plants). First Offense: Not less than 10 years or more than life imprisonment. If death or serious bodily injury, not less than 20 years or more than life imprisonment. First offense is also subject to a fine of not more than \$10 million if an individual nor more than \$50 million if other than an individual. **Second Offense:** Not less than 20 years nor more than life imprisonment. If death or serious bodily injury than no more than life imprisonment. Second offense is also subject to a fine of not more than \$20 million if an individual or more than \$75 million if other than an individual.

Marijuana (100 to 999 kilograms marijuana mixture or 100 to 999 marijuana plants). First Offense: Not less than 5 years or more than 40 years imprisonment. If death or serious bodily injury, not less than 20 years or more than life imprisonment. First offense is also subject to a fine of not more than \$5 million if an individual nor more than \$25 million if other than an individual. **Second Offense:** Not less than 10 year nor more than life imprisonment. If death or serious bodily injury, not more than life imprisonment. Second offense is also subject to a fine of not more than \$8 million if an individual or more than \$50 million if other than an individual.

Marijuana (50 to 99 kilograms marijuana mixture, 50 to 99 marijuana plants), Hashish (more than 10 kilograms), and Hashish Oil (more than 1 kilogram). First Offense: Not more than 20 years imprisonment. If death or serious bodily injury, not less than 20 years nor more than life imprisonment. First offense is subject to a fine of no more than \$1 million if an individual and no more than \$5 million if other than an individual. **Second Offense:** Not more than 30 years imprisonment. If death or serious bodily injury no more than life imprisonment. Second offense is also subject to a fine of not more than \$2 million if an individual and not more than \$10 million if other than an individual.

Marijuana (less than 50 kilograms, 1 to 49 marijuana plants), Hashish (10 kilograms or less), and Hashish Oil (1 kilogram or less). First Offense: Not more than 5 years imprisonment and/or a fine of not more than \$250,000 if an individual and not more than \$1 million if other than an individual. **Second Offense:** Not more than 10 years imprisonment and/or a fine not more than \$500,000 for an individual nor more than \$2 million if other than an individual.

Santee Tribal Code Provision

(The Santee Dakota Nation of Nebraska has adopted the criminal laws of the State of Nebraska)

Nebraska

(NE uses the federal schedule for classifying drugs)

Neb. Stat. 28-416. *Except as authorized by the Uniform Controlled Substances Act (21 U.S.C. Chapter 13), is shall be unlawful for any person knowingly or intentionally: (a) To manufacture, distribute, deliver, dispense, or possess with intent to manufacture, distribute, deliver, or dispense a controlled substance; or (b) to create, distribute or possess with intent to distribute a counterfeit controlled substance.*

Anybody who violates the section above with respect to a controlled substance classified in Schedule I, II or III (except for cocaine, heroin and amphetamine) is guilty of a Class II felony. The penalty for a Class II Felony is between 1 and 50 years imprisonment.

Anybody who violates the section above with respect to a controlled substance classified in Schedules IV or V is guilty of a Class IIIA felony. The penalty for a Class IIIA felony is up to 5 years imprisonment or a fine of up to \$10,000 or both.

Anybody who violates the section above with respect to cocaine or any mixture or substance containing a detectable amount of cocaine a quantity of:

- (a) 140 grams or more shall be guilty of a Class IB felony punishable from 20 year to life imprisonment.
- (b) At least 28 grams but less than 140 grams shall be guilty of a Class IC felony which is punishable between 5 to 50 years imprisonment.
- (c) At least 10 but less than 28 grams shall be guilty of a Class ID felony which is punishable between 3 to 30 years imprisonment.

Anybody who violates the section above with respect to base cocaine (crack) or any mixture or substance containing a detectable amount of base cocaine in a quantity of:

- (a) 140 grams or more shall be guilty of a Class IB felony punishable from 20 year to life imprisonment.
- (b) At least 28 grams but less than 140 grams shall be guilty of a Class IC felony which is punishable between 5 to 50 years imprisonment.
- (c) At least 10 but less than 28 grams shall be guilty of a Class ID felony which is punishable between 3 to 30 years imprisonment.

Anybody who violates the section above with respect to heroin or any mixture or substance containing a detectable amount of heroin in a quantity of:

- (a) 140 grams or more shall be guilty of a Class IB felony punishable from 20 years to life imprisonment.
- (b) At least 28 grams but less than 140 grams shall be guilty of a Class IC felony which is punishable between 5 to 50 years imprisonment.
- (c) At least 10 but less than 28 grams shall be guilty of a Class ID felony which is punishable between 3 to 30 years imprisonment.

Anybody who violates the section above with respect to amphetamine, its salts, optical isomers, and salts of its isomers or with respect to methamphetamine, its salts, optical isomers, and salts of its isomers, in a quantity of:

- (a) 140 grams or more shall be guilty of a Class IB felony punishable from 20 years to life imprisonment.
- (b) At least 28 grams but less than 140 grams shall be guilty of a Class IC felony which is punishable between 5 to 50 years imprisonment.
- (c) At least 10 but less than 28 grams shall be guilty of a Class ID felony which is punishable between 3 to 30 years imprisonment.

Marijuana

Any person knowingly or intentionally possessing marijuana weighing more than one ounce but not more than one pound shall be guilty of a Class III misdemeanor which is punishable by up to three months in jail or a fine up to \$500 or both.

Any person knowingly or intentionally possessing marijuana weighing more than one pound shall be guilty of a Class IV felony punishable by up to 5 years in prison or a fine of up to \$10,000 or both.

Any person knowingly or intentionally possessing marijuana weighing one ounce or less or any substance containing a quantifiable amount of the substances, chemicals, or compounds of Schedule I shall:

- (a) For the first offense, be guilty of an infraction, receive a citation, be fined three hundred dollars, and be assigned to attend a course if the judge determines that attending such course is in the best interest of the individual defendant.
- (b) For the second offense, be guilty of a Class IV misdemeanor, receive a citation, and be fined \$400 dollars and may be imprisoned not to exceed five days.
- (c) For the third and all subsequent offenses, be guilty of a Class IIIA misdemeanor, receive a citation, be fined five hundred dollars, and be imprisoned not to exceed seven days.

Omaha Tribal Code Provision Possession

SECTION 5-3-6

Unlawful Manufacture or Delivery of a Controlled Substance is a Class A offense.

Unlawful Possession of a Controlled Substance is a Class A Offense.

Class A offenses may be sentenced as follows: a term of imprisonment not to exceed one (1) year and a fine not to exceed \$5,000.

SECTION 5-4-124

Possession of Marijuana can be a Class A, B, or C offense and is dependent of the amount possessed.

Class A possession under this section is subject to a fine of not less than \$1500 or a term of imprisonment not to exceed 12 months, or both.

Class B possession under this section is subject to a fine of not less than \$500 or a term of imprisonment not to exceed 90 days, or both.

Class C possession under this section is subject to a fine of not less than \$300.

Referrals to community treatment agencies/centers may be made by college staff. Suggested agencies available in the area:

<p>Jackson Recovery Centers (several locations in the same area) https://www.jacksonrecovery.com/ 800 5th St., Sioux City, IA. 51101 (main office) 712-234-2300 Substance Abuse, Mental Health</p>	<p>Ponca Tribe of Nebraska Behavioral Health Services http://www.poncatribene.org/Offices 125 6th St., Sioux City, IA 51101 712-258-0500 Behavioral Health</p>
<p>Transitional Services of Iowa http://www.transitionalservicesofiowa.org/contact_us.html 1221 Pierce St., Sioux City, IA 51105 712-255-0204 Mental Health, Behavioral Health</p>	<p>Winnebago Tribe Behavioral Health http://www.winnebagohealth.com/services/behavioral_health.html 225 Bluff St., Winnebago, NE 68071 402-878-2911 Behavioral Health</p>
<p>Chee Woy Na Zhee Halfway House 203 Maple St., Winnebago, NE 68071 402-878-2480 Substance Abuse</p>	<p>Omaha Suicide Prevention Resource Center http://www.sprc.org/grantees/omaha-tribe-nebraska 312 Main St., Macy, NE 68039 402-846-5280 Mental Health</p>

Chee Ponca Tribe Health/Wellness http://www.poncatrib-ne.org/ 249 Spruce Ave., Niobrara, NE 68760 402-857-3341 Substance Abuse	LIMPH System of Care Indian Center www.societyofcare.org Niobrara, NE (402) 857-2508 x304 Mental Health
H. E.A.R.T. Santee Clinic Rez.sez.cl@gmail.com 110 South Visiting Eagle St. Niobrara, NE 402-857-2508	ONCRT- Walthill www.omahanationcrt.org 312 Main St. Fl. 2 Walthill, NE 402-846-5280

VIOLENCE-FREE INSTITUTION

The Nebraska Indian Community College has zero tolerance for physical or verbal violence of any kind. Anyone causing a situation which threatens the physical or emotional well-being of any NICC student, staff, faculty, administrator, or visitor will be removed, barred or dismissed from enrollment or employment from the campus. Any situation involving violence could also result in criminal prosecution. Local law enforcement will be summoned if the problem becomes persistent or if there appears to be an immediate threat to a person's physical or emotional well-being. Campus Crime and Security Report will be compiled and distributed annually.

RELEASE OF STUDENT INFORMATION

In general, the policy of the Nebraska Indian Community College is to keep student records confidential. It is the intention of the college to fully comply with the Family Education Rights and Privacy Act of 2002, Section 507 of Public Law 107-56; as amended April 12, 2002, in response to the terrorist attacks on the United States that took place on September 11, 2001. The college has established policies and procedures to implement compliance. Students requesting a third-party release will be required to have a signed document on file in their permanent student record. The Federal Law allows release of current address to institutions such as loan companies and other Federal requests for reporting.

CONSUMER INFORMATION

Nebraska Indian Community College complies with all federal, state, and local laws, which relate to student records including the Family Educational Rights and Privacy Act (FERPA) and pursuant regulations. The Registrar, Dean of Student Services and the Academic Dean are responsible for maintaining and controlling all student educational records. An individual who believes that the College has failed to comply with the requirements of FERPA may file a complaint with the:

U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-1605

Under the law, directory information may be released by the College without the student's consent. The following items are considered directory information: student's name, address, telephone number, email address, major field of study, dates of attendance, honors and awards received, degrees and awards, photographs and the most recent previous institution attended by the student. If a student does not desire such directory information to be released, a request in writing must be filed with the Registrar's Office.

Release of information other than directory information normally requires written permission from the student. The College may release non-directory information without consent in specific cases as outlined in College policies. Nebraska Indian Community College maintains records of all disclosures. Students have the right to inspect their educational records. The College will not

withhold a student's record from a student who has properly requested information under the conditions described in the College's policies and present valid identification. A student has the right to request an amendment of their record, obtain a grievance hearing related to their record, or add statement to their record. An individual who believes that he or she has been denied the right to view appropriate records may appeal the decision with the Academic Dean through the academic appeal process.

If you would like assistance finding more information regarding alcohol/drug addictions there are numerous drug and alcohol counseling, treatment and rehabilitation centers located in Northeast Nebraska including both reservations. Please contact the Dean of Student Services for more information, or your local treatment facility.

Macy Alcohol Counseling Center, Macy ~ 402-837-4053

Santee Dakota Alcoholism Program, Niobrara ~ 402-857-2508

Valley Hope, O'Neill ~ 1-800-544-5101

Jackson Recovery Inc. ~ 712-234-2300

Our student enrollment data and campus security report are located at <http://nces.ed.gov/ipeds/cool>. The Campus Security Report is also posted on each campus site. More information regarding Consumer Information is located at <http://www.thenicc.edu/index.php/en/current-students/consumer-information>.

All Offices able to disseminate information are listed in the College's catalog. They are as follows: Academic Dean, Dean of Student Services, Financial Aid, Registrar's Office, and Student Billing.

STUDENT RESPONSIBILITIES

Students are bound by all rules, regulations, and processes of the College Catalog effective during their term of enrollment. **Students should read the NICC College Catalog carefully, as it is their primary source of information on requirements and regulations.** The College will not waive a regulation because a student pleads ignorance of it. This College Catalog should be retained as a permanent record for reference, transfer, and graduation information.

- Students are responsible for their own learning and development by becoming active learners through attending class, completing class and laboratory assignments, and preparing in advance for their scheduled classes.
- The final responsibility for planning courses, meeting requirements, and observing regulations lies with the student. It is the students' responsibility to know and observe all policies and procedures for their programs.
- Students should assume responsibility for their own verbal and non-verbal communications, writings, and behavior.
- Students shall maintain confidentiality when appropriate and indicated.
- Students are responsible for appropriate use of services provided by the College.
- Students are responsible to uphold the College's academic honesty policy.
- Nebraska Indian Community College students are expected to abide by local, tribal, and applicable state and federal laws, as well as college regulations.

Members of the student body will engage in reasonable behavior that promotes unity and ensures quality education to be the final result. The following are among the responsibilities recognized as incumbent upon every student:

STUDENT CODE OF CONDUCT

NICC expects its students to abide by local, tribal, state, federal laws, and college regulations. The college will not tolerate unlawful behavior, which infringes upon or denies the rights and freedoms of others, or disruptive acts, which affect either the academic or the civil operation of the college. NICC standards of conduct clearly prohibit the unlawful possession, use, or distribution of illicit drugs and

the possession, use or sale of alcohol by students on its property or as part of any of its officially recognized activities. If a student becomes disruptive and refuses to leave when asked, law enforcement officials will be contacted. Any student who fails to observe these laws and regulations may be denied the services of the college through due process.

HONESTY POLICY

The act of cheating, academic fraud, or plagiarism will not be tolerated at the Nebraska Indian Community College. Academic fraud is creating false documents, altering existing documents, or forging official signatures or credentials for academic purposes.

PLAGIARISM

Plagiarism is a special kind of cheating which often is poorly understood. It is defined as the conscious presentation of someone else's ideas, words, or material as one's own, without properly indicating by footnote or some other appropriate form of citation the source or origin of the material. Other author's ideas, interpretations, and words are their personal and legal property. In the event that one wishes to use such material, one is required to give full credit to the original source. This also includes material that is paraphrased from another source or person. Plagiarism may be avoided by acknowledging, through some standard procedure, the sources for the ideas and interpretations as well as quoted phrases, sentences, or paragraphs. No matter the source of material used, whether quoted or paraphrased, acknowledgment of the source is required. Failure to give credit is plagiarism. The college reserves the right to place a student on academic probation and/or suspension if an instructor is able to sufficiently prove to the Academic Dean or the President that an incident has occurred. The instructor will submit a report to the students' personal academic file. Appeals of such actions must be submitted following academic appeals process.

STUDENT RECORDS MANAGEMENT

One of the most valuable items that many people pursue in life is an education. A higher education can open doors to different aspects of the world. While the benefits are many, some responsibilities are also implied. Many items need to be filed in a secure location throughout your educational and professional life, such as course syllabi, financial aid papers, bills, registration materials, etc. A brief outline of some of the most important documents every learner should save follows.

- **Catalog** – The catalog that you are admitted under is vitally important. You can find it at <http://www.thenicc.edu/images/pdfs/2018-2019-NICC-CATALOG-FINAL.pdf>. It contains the policies, procedures, and degree requirements that were in place when you registered. As long as you remain enrolled and you do not change your major, the catalog that you initially enrolled with is your contract with the institution.
- **Registration materials** – Registration materials, such as copies of your registration form and declaration of major, should be saved for your personal records. These records may be valuable to find your correct rooms and classes, information on what courses you should take, and information to formulate your correct billing statement.
- **Financial Aid materials** – All of your financial aid materials should be retained, including copies of your Free Application for Student Aid, Student Aid Reports, Award letters, your official PIN, loan documents from other institutions, and other documents. These documents are important because you can use them to determine how much financial aid you will be able to receive, the amount of your scholarships, and possible complications that can be foreseen and corrected.
- **Course information** – Copies of all course information should be kept such as the course syllabi, handouts and research papers/final projects. This information should be kept because things like your papers and handouts may be utilized at a later date for information. The course syllabi are especially important if you plan on transferring your credits to a different institution. The institution you are transferring to may require you to present the syllabi for specific courses to determine what knowledge was gained.

INCIDENT REPORTS

Students who are observed violating college policies and regulations by a college employee will receive an incident report. The student will be told verbally at the time of the observed violation that an Incident Report will be issued. The report will be signed by the witnessing college employee. The signed Incident Report will be turned in to the Academic Dean within one business day of the alleged violation for review. The Academic Dean will take actions deemed appropriate to the incident, which may include academic probation or suspension. These incident reports will be kept in the student's permanent file.

GRIEVANCES

Nebraska Indian Community College students, staff, faculty, and administration have certain rights that must be respected. If any party feels that their rights have been violated, a process has been established by which the alleged wrongful act be addressed.

GRIEVANCE PROCEDURE

Informal Resolution: Any dispute, disagreement regarding a student's rights, sexual discrimination, or decisions made regarding student's conduct is eligible for the grievance procedure. Any academic concerns need to follow the academic appeals process as later described in this catalog. Often these disputes are simple misunderstandings that can be cleared up with an informal meeting. If any party involved is not satisfied with the resolution reached at this meeting or feels too uncomfortable to meet with the other party, a grievance form should be filed.

Formal Grievance Protocol:

1. **Grievance Action:** Every feasible informal means of resolution should be attempted prior to the filing of a grievance form. The grievance form can be acquired from the Advisor, Academic Dean or online at www.thenicc.edu under "Student" tab and "student forms" and should be submitted to the Academic Dean.
2. **Academic Dean Review:** The completed grievance form should be filed with the Academic Dean within ten (10) calendar days after meeting with the instructor or Academic Dean in the informal resolution step. The appeal must include the following items:
 - Name, address, email, and phone number of the person filing the grievance.
 - Explanation of the efforts the student has made to resolve the appeal informally.
 - Nature of the grievance in full detail.
 - Place, date, and time of alleged incident.
 - Name of the person(s) accused of the violation.
 - Requested remedy.
 - Any background information or documentation the student filing the grievances believes to be relevant.

The Academic Dean will provide written response to the applicant within ten (10) working days of the date of submission. If the Academic Dean is unable to obtain a resolution of the grievance, it proceeds to step 3.

3. **Grievance Committee Review:** Within ten (10) working days of the Academic Dean's response, a grievance committee meeting will be called. The grievance committee will include minimally, an administrator, a faculty member, and a Student Senate representative, all of whom are not reflected as a party of the grievance. The Academic Dean will attend to present the findings. The Committee will meet and review the appeal and all documentation at this meeting with both parties of the grievance and their advocates. The committee may also meet privately to discuss information presented. Written finding will be issued within three (3) working days of the Committee meeting. If any party remains dissatisfied with the resolution obtained by the committee, they may proceed to the next step.
4. **President Review:** Within three (3) working days of receipt of the grievance committee's findings, any party may request a review by the President. After reviewing the request and all documentation, the President will issue a decision within ten (10) working days of receipt of the request for appeal.

ADMISSION INFORMATION AND POLICIES

ADMISSION POLICY

The Nebraska Indian Community College has an open admissions policy. Any applicant who has earned a high school diploma or GED certificate may apply for admission. All applicants are required to meet all the requirements as outlined in the "Admission Procedures" section of this catalog

The Nebraska Indian Community College does not discriminate on the basis of race, creed, color, national or ethnic origin, sex, age, or any other extraneous considerations. Furthermore, the College will not deny access to an otherwise qualified applicant or student because of that applicant's or student's mental or physical handicap. As a Tribally-chartered Indian-controlled institution, the College, in the conduct of its employment program and some categorical grant programs, does reserve the right to exercise Indian preference to otherwise qualified applicants pursuant to Public Law 93-638, the Indian Self-Determination and Education Assistance Act, and the Indian Civil Rights Act of 1968.

ADMISSION PROCEDURES

Persons 16 years of age or older wishing to be admitted to the Nebraska Indian Community College must complete the following:

- Submit a complete admission application
- A \$25.00 one-time, non-refundable student services fee will be billed to the student account.
- Submit an official copy of high school or GED transcripts. (*Note* If the applicant has already earned a college degree, they can submit a transcript of their highest degree earned in place of a high school or GED transcript.)
- Submit a copy of tribal I.D., or parent CDIB and copy of birth certificate for dependency status if applicable.
- Complete the FAFSA **prior** to registration.
- The above admission procedures pertain to all student admissions.

All admission applications and forms are available at all sites, or you can begin the process online by clicking [here](#). The Free Application for Federal Student Aid is available at www.fafsa.ed.gov.

MULTIPLE MEASURES PLACEMENT PROGRAM

All new incoming freshman and transfer students (depending upon transfer courses) will be assessed based on a comprehensive placement program using multiple measures. These may/could include the following:

- High school GPA
- High school transcripts
- Years since high school graduation or GED completion
- ACT or SAT scores
- Placement Test (e.g., Accuplacer Next Generation test)
 - o If score below 18 on ACT, or no ACT/SAT scores available
- Non-Cognitive Assessment (e.g., ETS SuccessNavigator)
- College transcript, including transfer courses (if applicable)

INCOMING TRANSFER STUDENTS

Students who have earned college credits at another accredited institution may transfer their credits to NICC. Official transcripts must be mailed by previously attended institutions for an accurate evaluation of transfer credit. Transcripts presented directly by the student or faxed are not official and will not be used for the evaluation of transfer credit. Courses transferred into the Nebraska Indian Community College must be at the "C" level or above and within 10 years or applied to a degree. Transfer credits older than 10 years will only be accepted under a case by case special approval from

the academic dean and/or department head. Consideration will be given to course work that will not jeopardize the learning of the student. Students will be notified of their academic status after the evaluation is complete. Courses that are accepted for transfer are not given a letter grade and are not calculated in the cumulative grade point average. NICC is part of the Nebraska Community Colleges TES (Transfer Evaluation System).

READMISSION OF FORMER STUDENTS

When a period of one year has elapsed during which a student is not enrolled at NICC, the student must be re-admitted to NICC through the data management system. However, if the student carries an outstanding bill with the college, a student must work out a payment plan prior to readmission with the Business Office.

VETERANS

Students who plan to apply for veteran's educational benefits must apply to the VA for benefits and give a copy of their Certification of Eligibility (COE) to the registrar. It is the responsibility of the student veteran to inform Student Services staff of their status prior to registration. Veteran benefits will be reviewed by the Registrar and Financial Aid Director each term. The Registrar will report the veteran student's enrollment to the St. Louis Veterans office.

SPECIAL ADMISSION - HIGH SCHOOL STUDENTS

Currently enrolled high school students may apply for special admission for dual-credit courses. In other words, students can earn college credit AND meet high school graduation requirements. These dually enrolled students may enroll in no more than 6 college level credits per term, before completion of High School requirements. Students need to provide the following documentation:

- A complete NICC admission package is filed with the Registrar Office
- A dual credit form with required signatures filed with the Registrar Office
- Completion of placement testing meeting minimum requirements or ACT scores

High school students are not eligible for Federal financial aid. Due to the fact that all NICC sponsored dual credit systems are housed in high schools that do not have BIE funding, NICC will count dually enrolled high school students in our Form 22 for the ISC Report annually.

NON-DEGREE SEEKING STUDENTS

AUDIT A COURSE

Audit students desiring to attend a course without taking examinations or receiving credit for the course may register under the audit classification. Students auditing courses pay the same tuition and fees as those taking courses for credit. The audited courses are marked "audit" at the time of registration. Students who have registered to audit courses may not change to college credit after the last day of add/drop. Audits are limited to two courses per academic year. Audited courses cannot be used in determining semester course load for financial aid purposes or veteran's benefits. Audited courses do not affect a student's cumulative grade point average and are ineligible for Federal financial aid.

COURSE FOR ENRICHMENT

Enrichment Students who are taking classes for other purposes, such as to transfer to another educational program or for their own learning will receive grades and complete work associated with the enrolled course. The course work will not be eligible for Title IV funding at NICC. Students enrolled at two colleges should advise the registrars and financial aid offices of both institutions.

Students able-to-benefit from education or training offered (i.e. Nurse Aide or special certificate programs) that have not completed the admissions requirement of High School or general education

diploma (GED) may take coursework directly related to the certificate only. **These students will not be eligible for Title IV funding.**

EFFECTIVE DATES OF THE CATALOG

This catalog is effective for the 2019-2020 academic year. Revisions in degree requirements and academic regulations will take effect in the fall semester on the first day of registration of the year designated in the catalog and continue through the academic years. Students at NICC will normally follow the degree requirements and academic regulations of the catalog in force at the time of their admission. The student may exercise the option of changing to a current catalog. When a student is not enrolled at NICC for a period of one year, the student forfeits the option of using the catalog that was in force at the time of their original admission. After a period of five (5) years of continued enrollment from the date of initial admission, the student will be required to meet the degree requirements under the current catalog. An academic year at Nebraska Indian Community College is the Fall, Spring and trailing Summer semesters. Federal funds may be used in the summer if a student has not “used up” their funding in the Fall and Spring terms. For additional information, please contact the Academic Dean’s office.

ACADEMIC AFFAIRS

OFFICE OF THE ACADEMIC DEAN

The Office of the Academic Dean serves many purposes. The Academic Dean is responsible for providing academically sound degree programs and honoring students with degrees, honors, and Dean’s List recognition. Other responsibilities of the Academic Dean are ensuring the academic policies and student rights policies are followed.

FACULTY ADVISING

Faculty Advisors serve to help the student understand the requirements for degrees and specific programs of study, as well as, opportunities for internships, application of degree programs to careers, and transfer advising. The Faculty Advisor may request a student to provide unofficial college transcripts from other college for advising purposes. They are also available to discuss and help solve problems that students may encounter in achieving their educational goals. Students should carefully plan course enrollment during each academic semester in conjunction with their Faculty Advisor. Students should be advised at the time of admission of who their faculty advisor is and to meet with them within two weeks of starting the semester.

It is necessary for students to meet with their Faculty Advisor at least once every semester. Students are strongly encouraged to check with their Faculty Advisor periodically.

COURSE SCHEDULES

A course schedule of the next semester’s course offerings will be available by midterm of the previous semester. Students are encouraged to contact their advisors by Mid-Term Week to request course offerings for the next semester. NICC reserves the right to cancel any courses that do not meet minimum enrollment requirements.

GENERAL REGISTRATION PROCEDURE

General registration begins as soon as course schedules are finalized for the following semester as indicated on the college calendar. ***Students should register for classes before the first day of the semester.*** Upon completion of the add/drop period, each student is responsible for any costs associated with the classes for which they have registered.

CHANGE OF REGISTRATION (DROP/ADD)

Students who want to change their schedule must officially drop or add courses electronically with

their Student Services Advisor after they have consulted with their Faculty Advisor. The official drop and add period extends through the ***last day of the second week*** of each semester. After this period, students' schedules are official and students may not add courses to their schedules. Students electing to withdraw from a class or classes should refer to the "WITHDRAWAL" section of this catalog for more information.

DEGREE PLANNING FORMS

Degree planning forms outline the requirements for each of NICC's specific degree programs. All students should use this form when talking with their Faculty Advisor in order to track their progress to graduation. The degree planning form will help students to identify courses on a term schedule that they need to take to progress in their program. It is the intention of NICC to help students progress to graduation as smoothly as possible. This form is one way, while another is to use the Empower Degree Audit and that will allow students to see grades immediately also. If you have a question about your course needs students should contact their Retention Advisor or Faculty Advisor immediately.

DEFINITION OF STUDENT STATUS

Full-time student.....Students enrolled in 12 credits or more.

Part-time student.....Students enrolled in 11 credits or less.

Part-time students are further defined as:

Three quarter- time.....9-11 credits

Half-time student.....6-8 credits

Less than half-time.....1-5 credits

CLASSIFICATION OF STUDENTS

Freshman: A student who has attempted 0 to 15 credits – GPA Required 1.5

Freshman 2: A student who has attempted 16 to 30 credits – GPA required 1.75

Sophomore: A student who has attempted 31 or more credits toward graduation – GPA required 2.0

Non-degree Student: A student who is not seeking a degree. (*FSA HB NOV 2010 1-10*)

DEFINITION OF CREDITS

One semester credit is equal to fifteen hours of contact time over the course of a semester. One semester laboratory or internship credit is equal to thirty hours contact time over the course of a semester. Fall and Spring semesters consist of sixteen weeks including a finals week. Summer semester consists of 5-8 weeks. ***Instructors and students are required to meet for the normal class time during finals week.***

COURSE LOAD

The normal full-time course load at NICC is a minimum 12 - 18 credits per semester during the fall and spring semesters. Successful completion of an Associate of Art, Associate of Science, or an Associate of Applied Science in four semesters requires a student to register for and pass a minimum of 15 credits each semester. More than 18 credits require approval by the Academic Dean.

Students should also be aware that the need for transitional work in English, mathematics, and/or computer technologies would extend the time necessary to complete the requirements for NICC's degree or certificate programs and may affect their overall ability to receive Pell funding based on new regulations of completion ratios.

For NICC Academic evaluation, Summer Term is considered full time at 6 credit hours. Title IV defines full time as 12 credit hours so financial aid will be assessed accordingly during summer term if the student has Title IV eligibility.

GRADE POINT AVERAGE (GPA)

The grade point average, usually referred to as the GPA, is a function of the grading system used to

determine academic status, including rank in class, evaluation of academic progress, scholastic honors, and eligibility for graduation. See next section for breakdown of grade point average.

A 2.00 cumulative grade point average is required to graduate from all NICC programs.

GRADING SYSTEM

NICC administrators, staff, and faculty want every student to have a successful learning experience. Students must participate fully in instructional activities to facilitate successful completion of courses. Each semester, instructors assess each student's academic progress. The quality of work accomplished by students is indicated by the following grades:

Grade	Meaning	Percent	GPA
A	Excellent Understanding	95-100	4.0
A-		90-94	3.67
B+		87-89	3.33
B		83-86	3.0
B-		80-82	2.67
C+	Understanding	77-79	2.33
C		73-76	2.0
C-		70-72	1.67
D	Lacks Understanding	60-69	1.0
F	Failure to Understand	0-59	0.0
R	Repeat	NA	NA

OTHER GRADING INFORMATION

IP - In progress: (EX: Internship, practicum, or other course that extends into the next term. Grade will be assigned when responsibilities are completed, refer to full description for more information.)

W - Voluntary Withdrawal: This grade does not affect the student's GPA; however, financial aid may be affected. See section "WITHDRAWAL" for more detailed information.

UW - Unofficial Withdrawal: This grade does affect the student's GPA and may put the student on financial aid warning or suspension; EX: Student attended only one day of class and did not officially withdraw. See section "UNOFFICIAL WITHDRAWAL" for more detailed information.

I - Incomplete: This temporary grade does not affect the student's GPA. See section "INCOMPLETE" for more detailed information.

P – Pass: This grade option is not calculated into the GPA. Instructors wishing to utilize this option must have an approval from the Academic Dean prior to the beginning of registration. (Ex: of use testing out of a class like Intro to Computers)

R – Repeat: The repeat grade is assigned automatically by the student data management system when a student repeats a course to improve their grade.

NC - No credit: This grade option is not calculated into the GPA. (See section "AUDITS" for more detailed information)

HONORS

Each semester, students who complete the term with a minimum of 6 semester credits with a 3.50 grade point average (GPA) or higher will be recognized by the Academic Dean. An official Dean's List will be posted at each college campus.

Graduating students who complete their degree programs with a 3.5 - 3.74 cumulative grade point

average (CGPA) will be recognized as graduating *cum laude*. Graduating students who complete their degree programs with a 3.75 - 3.99 cumulative grade point average (CGPA) will be recognized as graduating *magna cum laude*. Graduating students who complete their degree programs with a 4.00 cumulative grade point average (CGPA) will be recognized as graduating *summa cum laude*.

IN PROGRESS (IP)

In special circumstances, the instructor may issue an “IP” grade when a final grade must be suspended beyond the end of the semester but does not meet the requirements of an incomplete. For example, this may occur with internships, and practica, which extend into the next semester. EX: Internship contact hours not complete.

An “IP” grade does not penalize the student's GPA but is issued until the minimum number of working hours or competencies are completed the subsequent academic semester. After the subsequent semester the grade will revert to an “F”. NOTE: An “IP” will affect the student’s financial aid status. Students will be fully responsible for any financial costs. Please refer to the “FINANCIAL AID: SATISFACTORY PROGRESS” section of this catalog for more information.

VOLUNTARY WITHDRAWAL FROM A COURSE (W)

A student may initiate an official withdrawal from a course or courses through the last day of finals after a consultation with the student’s Faculty Advisor. The withdrawal can be initiated by email, official form or phone conversation with STUDENT SUPPORT SERVICES Advisor, or the registrar. Beginning with the *Census Date*, students will be billed 100% of the tuition charge. Students will be fully responsible for any financial costs. Officially withdrawing from a course(s) does not affect the student's grade point average (GPA). However, it may affect the student's financial aid status due to course completion rate requirements. Refer to the "FINANCIAL AID: SATISFACTORY PROGRESS" section of this catalog for more information.

UNOFFICIAL WITHDRAWAL (UW)

Unofficial Withdrawal (UW) will be the grade assigned in cases of extreme absenteeism. Excessive Absenteeism is defined as 50% of the course meetings or as a “stop out” (student has not returned to class at any time for at least two consecutive weeks). An unofficial withdrawal does affect the student’s grade point average (GPA); and it may cause the student to be placed on financial aid warning or suspension. The student may be required to pay for any classes from which he or she has been involuntarily withdrawn. If a student is involuntarily withdrawn from all classes during two (2) consecutive semesters, the student will be placed directly on **financial aid suspension**.

This is a final grade that can be given at any time during a semester.

THE GRADE OF "INCOMPLETE" (I)

Students not able to complete given assignments by the close of the semester in which a course is taken may request an “I” from their instructor. In order to qualify for an incomplete, students must have completed at least 80% of their coursework and submit an official incomplete request form for the instructor to sign. Instructors have the right to approve or deny a request for incomplete. Students are required to submit "incomplete contracts" signed by the student, instructor, and academic dean, to Registrar’s Office. **The student will have three weeks after the start of the next term to complete all required work.** The grade of “I” will automatically convert to an “F” if work is not completed in the designated time frame. Instructors may submit a grade change if the required coursework is completed within the time allowed according to “CHANGE OF GRADE” section of the catalog. **Incompletes converted to “F” will affect a student’s Academic Progress.**

Finally, it must be noted, that an incomplete grade may affect a student’s financial aid status. Students will be fully responsible for any financial costs. Refer to the “FINANCIAL AID: SATISFACTORY PROGRESS” section of this catalog for more information.

LEAVE OF ABSENCE

A Student may request a Leave of Absence from all courses if s/he needs to be absent for more than two consecutive weeks of class(es). Students may request a Leave of Absence for *extreme* circumstances. The formal institutional guidelines for this procedure are:

1. Students must request the leave of absence in writing, signed and dated, prior to the leave of absence unless unforeseen circumstances prevent the student from doing so. If that is the case, the circumstances must be documented. If the student needs support, they may designate an advocate (after signing the Release of Information form) to assist in this process.
2. Documentation supporting the request should be submitted at the same time as the request.
3. The written request and documentation should be sent to the Office of the Registrar.
4. All faculty members concerned will be provided a copy of the submitted materials for review. This is necessary so that potential problems associated with grading or required assignments can be dealt with. The faculty member may make arrangements to allow the student to complete the coursework that s/he began prior to the leave of absence. The student cannot begin a new semester/term without having completed all conditions of the previously approved leave of absence.
5. Faculty members will respond, in writing, to the Office of the Registrar, concerning their agreement or disagreement to the terms of the leave of absence.
6. The student and faculty must agree, in writing, with signatures, on the nature of the coursework that must be completed to successfully receive credit for the class. A copy of this agreement should be given to the following: faculty member, student, Academic Dean, Financial Aid Advisor, Registrar, and Faculty Advisor.
7. If all parties agree to the terms of the leave, the leave may be granted. There must be a reasonable expectation that the student will return to school.
8. A student may be granted no more than one leave of absence in any 12-month period and it may not exceed 90 days. The institution will not place additional charges on the student's account for completion of the course work upon return from the leave of absence. An approved leave of absence will not affect a student's in-school status for the purposes of deferring Federal loans.
9. One 30-day extension may be granted due to unforeseen circumstances, such as jury duty, military reasons or circumstances covered under the Family and Medical Leave Act of 1993, these requests will be approved by the Academic Dean.
10. NICC will try to make the courses available to students upon their return. Some special circumstance may need to be worked out depending on the rotation of the courses of enrollment upon the beginning of the leave.
11. If a student does not return from an approved leave of absence, the student's withdrawal date and the beginning of the student's grace period for federal loans will be the date the student began the leave of absence. This may exhaust some or all of the student's grace period for federal loans, putting the student into repayment status.

*In order to totally withdraw, students should follow the Voluntary Withdrawal policy.

If the student disagrees with the Leave of Absence request agreements, please follow the "Student Appeals Process".

CHANGE OF GRADE

After final grades have been filed with the Registrar's Office, the instructor may change a grade. Circumstances that might necessitate changing of a grade include:

- clerical error made by the institution;

- changing a grade of "incomplete" that has been converted to an "F";
- mutual agreement between the student and instructor over the subsequent semester.

Grade changes made for any reason must be made in writing by the instructor and approved by the Academic Dean. **Instructors have until the end of the following semester to request a change of grade. Students must appeal a grade by midterm of the following semester.**

REPEATING A COURSE

Students receiving a grade of "C" or better may repeat an NICC course one time for Title IV funding as long as they are receiving credit for the course. The grade for the highest grade earned (one grade only) will be used in calculating the student's CGPA, all credits will be used for calculating completion ratio. The lower grade will be changed to a retake "R". There is no regulatory limit on the number of times that a student may be paid under Title IV to retake a failed course that is needed for program completion.

CREDIT BY EXAMINATION

Credit by examination allows students the opportunity to gain academic credit for knowledge they have acquired by self-study or experience. Students must be registered to attempt credit by examination and the exam must be completed by the end of the second week of classes. The individual instructor for the course will make the determination if the requested course can be administered by way of credit by examination. Regular tuition and fee charges will apply to credits received by examination. Up to 15 credits may be earned toward an A.A. or A.S. degree by way of credit by examination. The appropriate academic division head and the **Academic Dean** must approve all credit by examination requests.

NO SKIP POLICY

The NICC faculty and administration expects the student to attend all classes and laboratories and be responsible for any work missed due to an absence, regardless of the reason. The instructor, who will state the policy in the course syllabus, determines the attendance policy for each course.

ATTENDANCE POLICY

Students who register but who do not attend within the first three weeks of the first-class meeting **will be given an "UW" (Unofficial Withdrawal) grade for the course or courses and could be disqualified from receiving any financial aid assistance for the semester.** Additionally, students who exhibit excessive absenteeism will be subject to unofficial withdrawal (UW) at the discretion of the instructor. Being absent for one-fifth of the total class time is considered excessive absences.

It is the **student's responsibility** to contact their instructor if the student will be absent from class. Students who have situations that will require extended absences must meet with their instructor(s) or the Academic Dean.

TARDINESS POLICY

Individual instructors will set their own policy regarding regular student tardiness. However, a student who repeatedly arrives for class late (or repeatedly leaves class early) is not only deprived of valuable course content but is a disruptive influence on other class members as well as the instructor. Disciplinary action may be taken.

ACADEMIC PROGRESS

NICC's academic progress policies establish specific standards that must be met by all students enrolled for credit at the College. In order to demonstrate Satisfactory Academic Progress (SAP) students must maintain a cumulative 2.00 GPA (grade point average) and 67% successful course completion rate. Students not meeting minimum standards will be subject to one or more of the following:

Warning

If a student has failed to maintain SAP, student must meet with both their faculty and student

support advisor every two weeks. Students are allowed to register up to full-time status. If a student successfully completes this period, student returns to satisfactory progress. If a student status is unsatisfactory after the Warning, student will move to Suspension (See below).

Suspension

If a student does not attain satisfactory progress upon completion of the Warning semester, the student is considered to be making **UNSATISFACTORY PROGRESS**, and will be placed on suspension, which entails that the student meet with both their faculty and student support advisor every week and can enroll in **ONLY** one course. A student on suspension is ineligible to receive **Federal** Financial Aid and must utilize his/her own resources to pay student costs.

Application for Academic Plan (for Financial Aid or Unsatisfactory Progress)

All students have the right to appeal financial aid decisions. Appeals must be made in writing to the Financial Aid Director. Students must indicate in writing the reasons why minimum academic requirements were not achieved and reasons why financial aid should not be terminated. Documentation supporting the reason for unsuccessful completion is helpful in this review process. The Financial Aid Director will forward and present the appeal to the Student Scholastic Committee for consideration. The student and the student's advisor will be notified of the appeal outcome. Students on financial aid appeal are required to meet with their advisor once every two weeks for the entire semester for which they are under appeal. If the Appeal is approved the student will be placed on Academic Probation for one term when their Academic Record will be reviewed again for continuance or Suspension.

Probation

If a student has made **UNSATISFACTORY PROGRESS**, and has been placed on Suspension, then they must apply for an Unsatisfactory Progress Appeal to receive time to attempt to regain Satisfactory Progress. Types of appeals that will be considered for probation are illness/health, death in family, or major life interruption. For an appeal to be verified for a term that a student is enrolled the Appeal must be received by the end of the third week. If the Appeal is approved by the Student Scholastic Committee, the student must meet with both their faculty and student support advisor every week and if available/applicable, attend tutoring sessions. Scholastic Committee will determine how many credits the student will be eligible to enroll for while on probation. The committee will consider CGPA, completion percentage, attendance, and other factors. It will be documented in the student's academic plan. If the student successfully completes this period, but does not meet SAP, they will continue Probation until the CGPA and the completion ratio are met. If the student status is unsatisfactory after the Probation status, the student's status is classified as [Suspension](#). If you are denied eligibility for probation, please follow the [grievance process](#).

Academic Plan

If a student is approved for Probation, an Academic plan with expected course completion and advising needs will be filed with the Financial Aid office and the student's' permanent record. An Academic plan is completed by the student and their Faculty Advisor. Plans must be on file for students requiring more than one term to regain eligibility and for students that are over 150% Lifetime Eligibility. The Academic plan must be reviewed each term. Students that are unable to successfully follow their Academic plan will need to appeal for a changed plan, following the Student Appeals Process.

Regaining Eligibility

A student placed on Academic or Financial Aid Suspension for not meeting minimum standards of satisfactory academic progress (SAP), cumulative grade point average (CGPA) and completion ratio, will be required to appeal the suspension. The appeals will be reviewed by the Scholastic Committee. The Scholastic Committee will make decisions on the appeal and the Financial Aid Advisor will keep minutes from these meetings for documentation. The

Financial Aid Advisor will mail a letter to the student regarding appeal status and keep a copy of this letter in the student records and financial aid files. All students approved for probation will be required to have an academic plan and maintain progress with that plan. The academic plan will be negotiated based on the student's personal time needs and courses needed by rotation schedule. All plans must be approved by the Department Chair, Retention Advisor, and Financial Aid Advisor and filed in the student's permanent student record and financial aid files.

Students appeals will be considered in these four variations:

- Suspension due to 150% rule – these will be approved if the student is within 20 credits of finishing a degree program. Students with more than 20 hours will be diligently reviewed by the committee. Students in this status will jeopardize the ability to finish a Bachelor's degree with Title IV eligibility.
- Suspension due to a completion ratio that is not meeting 67% but who has a CGPA of 2.0 or higher will be considered for approval in a priority status.
- Suspension due to CGPA not meeting the institutional requirement based on attempted credit hours. Students with more than one term of insufficient points will be negotiated based on the student's documentation of the cause of low grades. All students will be required to succeed one term on suspension that do not have adequate documentation of failed term causes.
- Suspension due to CGPA and not making the 67% completion ratio will be reviewed based on the student's documentation of unsuccessful terms.

If the student is unable to make SAP within one term, they will be reviewed based on the successful tracking of their academic plan. A student who fails to make progress on their academic plan will be returned to suspension status. Additional appeals may be submitted to the committee, but the committee will always recognize the fact that the student had received prior opportunity to progress on an academic plan. Academic plans will be enforced until a student regains good standing or completes their degree program.

STUDENT APPEALS PROCESS

These procedures should be used to appeal or resolve disputes concerning an academic grade or other academic decision considered by a student to be arbitrary or contrary to NICC policy. These procedures should also be used to grieve perceived violations of any of the student academic rights, but not for Unsatisfactory Academic Progress. For the purposes of these procedures, a student is someone holding "active" registration status at the time of the alleged violation. The process is designed to allow for consideration of any new fact or clarification of each particular case. Once a student feels they have resolved their concern they may exit the process. So, for example, if the Academic Dean reverses the decision, the student would not have to go to the next step.

Step 1: Informal resolution

A student having a problem with a faculty member or disagreeing with a faculty member's decision should first try to solve the dispute with the faculty member. Often these disputes are simple misunderstandings that can be cleared up with an informal meeting. If a student is not satisfied with the resolution reached at this meeting or feels too uncomfortable to meet with the instructor, he/she should then arrange to meet with the Academic Dean. If a student is not satisfied with the informal resolution, he/she can proceed to step 2.

Step 2: Academic Dean Review

The student must file a written appeal with the Academic Dean within ten (10) calendar days after meeting with the instructor or Academic Dean in the informal resolution step.

The appeal must include the following items:

- Name, address, email, and phone number of the person filing the grievance.
- Explanation of the efforts the student has made to resolve the grievance informally.

- Nature of the grievance in full detail.
- Place, date, and time of alleged incident.
- Name of the person(s) accused of the violation.
- Requested remedy.
- Any background information or documentation the student filing the grievances believes to be relevant.

The Academic Dean will provide written findings to the applicant within ten (10) working days of the date of submission. If the student disagrees with the Academic Dean's findings, he/she can proceed to Step 3.

Step 3: Appeal Committee Review

Within three (3) working days of an appeal denial by the Academic Dean, the student may request a review by the Academic Committee which consists of The Academic Dean, the Dean of Student Services, and two other members of the Academic Council. The Committee will meet and review the appeal and all documentation and issue a written finding within ten (10) working days of receipt of the appeal. If the student disagrees with the Committee's findings, he/she can proceed to the final step.

Step 4: President Review

Within three (3) working days of an appeal denial by the Academic Committee, the student may request a review by the President. After reviewing the appeal and all documentation, the President will issue a final decision within ten (10) working days of receipt of the request for appeal. The President's decision is the final step in the process.

OFFICE OF THE REGISTRAR

The Office of the Registrar is the official and primary depository of student's permanent academic records. Information concerning grade reports, credits completed, course add/drops, course substitutions, transfer credits, graduation applications, degree audit, programs of study, transcripts, and other academic concerns are located in this office or electronically in the student information system.

The Office of the Registrar is also responsible for collecting and maintaining current and accurate student information such as address, declaration of major, and advisor's name. Much of the information collected is for reporting to the federal government for determination of funding, and for maintaining a mailing list of students' permanent addresses. Personal data such as change of address, change of major, or change of advisor should be reported to the Registrar's Office as soon as possible.

NICC abides by the principles established by the Family Education Rights and Privacy Act of 2002, Section 507 of Public Law 107-56; as amended April 12, 2002. For more information, contact the Registrar Office.

CLASSIFICATION OF COURSES

Courses numbered under the 1000 level are considered pre-college level courses (above the secondary level of education) and are used to strengthen students' skills. These will not count toward graduation at NICC and will not transfer to other colleges and universities. Courses numbered 1000-1999 are considered freshmen or first-year level courses, and courses numbered 2000 or higher are considered sophomore or second-year level courses, depending on the specific degree program.

COLLEGE TRANSITIONAL COURSES

Transitional education courses are designed to help students prepare academically. The College's transitional program is important to the students who need to develop or upgrade certain skills required to succeed in the certificate or degree program of their choice. Recommendations to take

transitional courses are based on academic skill assessment, past academic performance, and/or the expressed needs of the student. All first-time students intending to enroll in a degree program are required to take a placement test to determine their basic skills level. Those students who fall below an established competency level in any one of the following: English, mathematics, or keyboarding fundamentals, will be required to take the appropriate transitional classes. Students completing these courses will then be given a post-test to determine if they are prepared to take college-level classes. It is the intent of NICC to prepare students to succeed in their college level coursework. (Entering students who submit a composite ACT test score of 18 or better or an SAT composite score of 830 will be exempt from taking these placement tests.) Every new student who enrolls at the institution is required to complete EDUC 1010 (previously known as SSS 100) Student Success Strategies during his or her first semester or within the first 12 attempted credit hours.

NICC will count college transitional classes toward attempted hours as defined by the Title IV requirements for funding. Each student will be allowed to take up to 30 credit hours of Transitional course work toward their overall completion requirements.

GRADUATION REQUIREMENTS

The requirements for graduation from NICC are generally those that are specified in the Certificate and Degree Requirements section in the college catalog at the time the student is admitted. Exceptions to this are specified under “Effective Dates of the Catalog” in the Admissions Information and Policies section. Prior college credits applied to a completed degree will be based on relevance of learning.

Students who change from one major field to another must meet all degree requirements of the current catalog at the time of the change. The Academic Dean reserves the right to arbitrate any exemptions not covered explicitly by the intent and meaning of this policy.

Students intending to graduate must complete the following requirements:

- Satisfactorily complete a prescribed program of study with a cumulative grade point average (CGPA) of at least 2.00.
- Completion of each class taken to satisfy general education requirements with a grade of “D” or better.
- Any student wishing to graduate with a degree or certificate from NICC must complete at least one term of academic credits at NICC.
- Complete and submit a graduation application by census date of the spring semester that the student intends to participate in graduation to the Registrar’s Office and pay the Graduation Fee.
- Students needing grade changes must have them completed prior to mid-term of the spring semester that they have requested to graduate. If the grade changes are not complete by this time, they will be removed from the slotted list of graduates in that Spring term. Also, students that are not making satisfactory progress at midterm of the spring semester will be denied from the list of students to participate in graduation ceremonies of that spring term.
- Students may participate in graduation if they will need two or fewer classes at the end of the spring term.
- Return all library materials and pay all library charges.
- Prior to receiving his/her diploma/official transcripts, the student must pay all financial obligations, including the graduation fee, to the Business Office.
- All graduation diplomas and skins will be made available to the student once the degree is conferred.

Note **Reverse Transfer** is a unique process for awarding associate degrees to students who have transferred in pursuit of a bachelor’s degree before completing the requirements for an associate degree at NICC. Through our reverse transfer program, students can combine credits they earned at

two and four-year institutions to be awarded an associate degree at NICC while also working toward a bachelor's degree.

INDEPENDENT STUDY

Independent study provides *sophomore* or second level students the opportunity to take a required course that is not included in the regular semester course schedule and will not be scheduled prior to the student's expected graduation date. The Academic Dean and instructor must approve and have the right to deny the independent study. **Independent Study will be outlined by an agreement between the student, the instructor, and the Academic Dean including course requirements and will include registration through the data management system.** Not all courses lend themselves to independent study.

INTERSHIPS AND PRACTICA

An internship is either a paid or un-paid fieldwork experience. A practicum involves practical application of previously studied theory and the collection of data for future theoretical interpretation.

Some departments may require an off-campus placement, clinical, or field experience. Other departments may allow a student to earn academic credit through a specially planned program, usually part-time, supervised by a training sponsor at the work site and coordinated by an NICC instructor. Faculty Advisor and Academic Dean must approve internships. Except with special permission by the faculty, all internships and practica are taken during the sophomore year. An internship contract is completed prior to beginning the internship and an interim and final evaluation conducted by the designated site supervisor is completed and sent to the student's college instructor/coordinator. A maximum of two internships valued at three (3) semester credits each may be taken. Generally, internships require a minimum of 30 hours of on-site experience for each credit; however, requirements vary by program and internship site. If the intern does not accumulate the minimum number of working hours before the end of the academic semester, the instructor may give a grade of "IP".

SPECIAL TOPICS COURSES

Special Topics courses may be scheduled in any major study area. Special Topics courses have the course number 2900 preceded by the letter code of the academic discipline. Special Topics courses must be approved through the Academic Council and the Academic Dean prior to the course being offered.

TRANSCRIPTS

In order for an official transcript to be released, students need to submit a written request and attach a payment of \$5.00 per transcript. Please allow seven to ten business days for processing. The student's account with the college must be paid in full prior to releasing an official transcript. The college will make every effort to negotiate a payment plan through the Business Office. There is no charge for transcripts requested for Tribal higher education programs, vocational grants, and social service agency requests.

TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY

Students planning to transfer to a four-year institution should plan their program of study utilizing the following procedure:

- Obtain a current catalog from the institution to which they plan to transfer, and study the transfer admission requirements, general education requirements, and degree program requirements. Take special notice of the freshman and sophomore requirements in the major field of interest.
- Consult with a Faculty Advisor about potentially fulfilling most of the freshman and sophomore requirements at NICC.
- Consult, either by letter, phone, or personal interview, with the Transfer Admissions Officer of the four-year institution about any questions they may have about transfer information or course transferability.
- Immediately after beginning the last semester of work at NICC, contact an advisor for

information regarding the transfer process.

NOTE: It is common that not all previous credits will transfer and that the student will be required to enroll in some additional courses to meet the transferring institution's requirements. Each academic department of the transfer institutions sets their own requirements for acceptance of transferred credits. NICC has articulation agreements with several regional and national colleges and universities. Interested students should request information regarding these college articulations. Additionally, the curricula at NICC are based upon the student's full-time enrollment each semester in order to complete all the requirements within two years of study.

SECOND DEGREE

In order to receive a second AA or AS degree, a student must have completed the core requirements in general education for the degree sought and the requirements in the new concentration area, including a minimum of 15 semester credits beyond the first degree. Financial aid may be available and will be assessed on an individual basis. Second Degrees will be charged the same fees as first degrees. If a student has attained two Associate Degrees at NICC, any additional degrees must be approved by Academic Dean.



Dhegiha Language Conference 2017- Quapaw, Oklahoma

STUDENT SERVICES

Nebraska Indian Community College provides services for meeting the various academic and non-academic needs of its diverse student body. NICC coordinates services for all enrolled students at no additional cost to the student. For additional information, please contact your assigned advisor.

STUDENT WELCOME AND ORIENTATION TO CAMPUS LIFE

Prior to the fall semester, NICC staff conducts new student orientation programs. These programs are designed to ease the transition into the new experience of college. Student orientation provides the opportunity for students to interact with other students, as well as to become familiar with NICC programs, services, staff, and faculty. Students can also access Online Student Orientation materials on Canvas at <https://thenicc.instructure.com/courses/23> at any time.

EMPOWER (Student Information Portal)

Students can access all of their education activity on their private Empower account. Students will also be able to review bills and financial aid information in this location.

OFFICE 365 (College Email)

Every student has access to a college email account. Many functions including tracking of schedule and communicating with NICC staff and faculty can be done from this account. This tool is a way for students to stay in touch with opportunities at NICC.



Hand Game in Omaha, NE- April 2017

STUDENT ORGANIZATIONS AND ACTIVITIES

The Nebraska Indian Community College promotes student growth and development through participation in academic and non-academic extracurricular activities. All enrolled students are encouraged to participate.

NICC STUDENT SENATE

The NICC Student Senate is a student organization that consists of student members from each campus. It is the duty of the Student Senate to recommend policy and procedures that govern student rules, standards and responsibilities as set forth in the NICC College Catalog. It is also the duty of the Student Senate to model such rules and regulations to their peers so quality education will be the final result.

In addition to the above, the Student Senate will encourage and promote social and other extracurricular activities related to Native and non-Native students alike. The Student Senate is actively involved in the administration, policies, and procedures of NICC. For more information regarding the NICC Student Senate, contact the student support services department at your campus.

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM (AIHEC)

NICC is a member of the American Indian Higher Education Consortium. Students may attend the annual spring AIHEC conference and participate in non-academic and academic competitions with other Tribal College students if they meet the AIHEC required CGPA and enrollment requirements. Students wishing to participate in AIHEC activities must complete the HLTH 1046 AIHEC class. For more information contact your student support services representative.

LIBRARIES

The mission of the libraries of the Nebraska Indian Community College is to provide a basic collection of print and non-print materials for the information, education, and recreation of the academic and general communities of Santee and Macy. Therefore, the libraries try to achieve the following objectives:

- To ensure that NICC students, faculty, and staff, as well as the public, have access to library holdings
- To enhance and refine the library holdings
- To identify and access library resources in area and regional libraries
- To develop materials complementary to and supportive of the coursework at NICC
- To enable patrons to have access to information of all types through electronic connection with the world at large

The library contains many materials that support instructional programs. Some of the services offered in the library include:

- Internet use for general searching as well as access to academic databases which can be used for research in class essays/assignments.
- A variety of reference and general collection books to be used in the library or for check out.
- Students and staff of NICC are able to obtain books through Interlibrary Loan.
- Resources are available on the NICC library website (or in person by contacting the Librarian) that aide in researching topics and evaluating sources.
- Students and staff are also encouraged to visit the library for general computer assistance questions.

TECHNOLOGY USE POLICY

PURPOSE & DISCLAIMER

- NICC computer systems are provided for use by students, faculty, staff, and library users for the purpose of furthering the educational mission of the College, this includes coursework, college-related educational endeavors, and business operations.
- The Internet is an immense global network, which is currently unregulated. It provides a wealth of materials that may be enriching to individuals. It also allows access to material that may be offensive or illegal. Patrons are encouraged to evaluate Internet sources carefully. NICC, the Santee Tribal Library, and the Omaha Tribal Library are not responsible for the material patrons' access through the Internet. Patrons assume all responsibility for material accessed or copied from the Internet
- The College cannot assure that data or files downloaded by users are virus-free. The College is not responsible for damages to equipment or data on a user's personal computer from the use of data downloaded from the College's Internet service.
- Computer use in the library is offered in 30-minute sessions on a first-come, first-served basis; each user is allowed one session--if there is no user waiting for the service at the end of a session, the user can have another session, but once having had the service for 30 minutes the user must abandon use of the Internet if another user requests use of the service.
- Copyright laws apply to Internet material, just as they apply to other information in the College. It is the patron's responsibility to comply with copyright laws.

POLICIES

- Patrons will be asked to sign a log-in sheet for computer use
- Library staff will provide workshops on Internet use and research techniques for students, faculty and staff of the college as well as the general public
- PRINTING: must get permission from library staff before printing.
- Absolutely **no food or drinks are allowed by any computers**. If you are asked to remove

these items and do not comply, you will be asked to leave.

Acts of misconduct which will be the cause for disciplinary action up to and including discharge, as well as possible legal and/or civil action:

- Users will not access materials that are inappropriate. This includes information of a sexual or graphic nature. If users are found using the Internet for this type of material, they will be asked to leave.
- Users will respect and uphold copyright laws and all other applicable laws and regulations; they will not use it for illegal purposes.
- Users will respect the rights and privacy of others by not accessing private files
- Users agree not to incur any costs for the college through their use of the Internet service
- Users shall not create and/or distribute computer viruses over the Internet
- Users shall not deliberately or willfully cause damage to computer equipment, programs, or parameters
- Users shall not make, distribute, or use unauthorized copies of licensed software;
- Unauthorized copying of anything that is licensed or protected by copyright. This includes, but is not limited to any software (including operating systems, programs, applications, databases, or code), multimedia files (including music, movies, or audio), or text files is prohibited.
- Inappropriate or misuse of email is not allowed. This involves sending unsolicited email (including junk mail, jokes, or chain letters) to users of the College's email system that is of a non-business nature.
- Sharing of assigned logins with anyone else for any reason. Unauthorized use of another person's login or attempting to do so. Unauthorized use of a generic login outside of the context for which that login was created. Each student/employee will be responsible for all activities under his/her assigned login.
- On-line games are not allowed to be played on the computers

AUTHORITY

The Information Technology Department may access other's files for the maintenance of networks, computers and storage systems. Data, information, & files stored in electronic form on college owned equipment and/or transmitted across college owned networks is the property of Nebraska Indian Community College, and no right to privacy can be assumed. Information Technology staff may also routinely monitor and log usage data, such as network connection times, CPU and disk utilization for each user, security audit trails, and network loading. Data collected may be reviewed and further investigated should evidence of violation of policy or law occur. If necessary, staff may monitor the activities and files of specific users on the college computers and networks. Any staff member who believes such monitoring is necessary should discuss the problem and strategy for investigation with the Chief Information Officer.

Any student who violates the policies set forth in this document is subject to disciplinary action as defined in the College Handbook. Faculty and staff who violate these policies are subject to disciplinary action as defined in the Employee Handbook. All violators may be subject to arrest according to local, state and federal law.

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found

liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorney's' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

FINANCIAL AID OFFICE

The NICC Financial Aid Office is the official institutional depository for student financial aid records. Financial aid information and applications are available through this office. The Financial Aid Office works with students, parents, and counselors to determine eligibility for one or a combination of several kinds of financial aid assistance to help meet the cost of education.

FINANCIAL AID POLICY AND PROGRAMS

The Nebraska Indian Community College believes that the opportunity for a college education should be within the reach of all interested individuals. The College's financial aid program is designed to assist the student who seeks an education but lacks the means to finance it. One purpose of the Financial Aid Office is to assist students who have a financial need to acquire resources to fund their education.

All students who are accepted to NICC and apply for financial aid will be considered for financial aid regardless of race, creed, color, religion, national origin, sex, age, or disability. Students awarded financial aid must make satisfactory progress to continue their eligibility and have documented attendance in all registered classes. Assistance in completing the financial aid application process is available through your local advisor.

There are several types of financial aid available to NICC students, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, campus-based scholarships, and outside/private scholarships.

Certain persons may qualify for special forms of financial aid, such as vocational rehabilitation, veteran's benefits, Bureau of Indian Affairs Higher Education Grants (FAFSA must be completed and strict deadlines) and Adult Vocational Training, and the Workforce Development Act funding. *Early application for all financial aid funding sources is strongly encouraged. A preferred date of 30 days prior to the start of attendance is suggested.*

All grant and scholarship awards will be credited to student accounts to cover items such as tuition, and fees. If student aid exceeds the educational expense, the excess amount will be refunded to the student according to the NICC financial aid disbursement schedule up to the maximum cost of attendance. Grant and scholarship funds are designed to cover only your educational expense.

EDUCATIONAL COSTS AND POLICIES

TUITION AND FEES (2017-18):

Tuition and fee increases are subject to change at the discretion of the Board of Directors.

*Student Services Fee (new students)	\$25
The student services fee is applied to offset costs related to Student ID's, and folders used for records.	
Tuition (per credit)	\$170
Tuition, Fees, and Books associated with instruction of a course.	
**Graduation Fee (applied during semester of graduation)	\$200
The graduation fee is applied to offset costs related to graduation.	

**One-time, Non-refundable fee.*

***One-time, Non-Refundable Fee per degree.*

COST OF ATTENDANCE

The cost of attendance at the Nebraska Indian Community College varies each semester. Variables include the number of credits enrolled and the monthly cost of living. All tuition and fees are considered to be student expenses. Financial Aid will be applied to student expenses as defined in Payment of Awards.

The estimated basic cost for a student attending NICC for one academic year, based on 12 credits per semester for 2 semesters, is:

<u>STUDENT COST</u>	<u>INDEPENDENT</u>	<u>DEPENDENT</u>
Tuition (\$170 per credit hour)	\$4,080	\$4,080
Room and Board (estimated)	\$12,718	\$6,359
Travel (estimated)	\$4,680	\$4,680
Personal (estimated)	\$4,563	\$4,563
TOTAL Cost of Attendance:	\$26,041	\$19,682
Child Care (if applicable)	*\$5,517	
*Student Services Fee	*\$25	*\$25
**Graduation Fee	**\$200	**\$200

Expenses vary widely depending on individual situations, programs, and spending habits.

FINANCIAL AID APPLICATIONS AND PROCEDURES

All regular degree or certificate-seeking students at NICC who are interested in financial aid assistance or scholarships must complete the Free Application for Federal Student Aid (FAFSA) before registering for classes. The FAFSA form is online at www.fafsa.ed.gov. NICC's school code for the FAFSA is 015339. You will sign this online application with an FSA ID and password. If you are a dependent student your parent or guardian will need to sign using their own FSA ID and password. Functional email is required to complete this process.

The application should be completed only after parents and/or students have filed federal income taxes. When completing the FAFSA the parent and student can use the DATA Retrieval Tool link in the FAFSA application. This link will allow you to pull your taxes from the IRS and populate the information for you. If you have not filed Federal Tax Returns please consult the Financial Aid office or your student support services staff.

This application will determine how much Federal aid you and your family may be eligible to receive while pursuing an education. You and your family should be able to contribute toward your college costs and will demonstrate eligibility for federal aid programs, Tribal higher education, and campus-based scholarships. Processing of the FAFSA application takes up to 3 days after all FSA ID's (signatures) are submitted.

Students will be considered for all types of federal, state, or institutional grants some funds are on a first-come, first-served basis so apply as early as possible. For additional information regarding

financial aid, scholarship opportunities, and policies contact the Financial Aid Office or your local advisor. Also check your NICC e-mail often as scholarship opportunities are emailed out on a regular basis.

TYPES OF FINANCIAL AID ASSISTANCE

FEDERAL PROGRAM

- Federal PELL grant
- Federal Work Study (FWS)
- Federal Supplemental Education Opportunity Grant (SEOG)
 - Must enroll in a program of study leading to a degree or certificate
 - Must be a U.S. citizen or an eligible non-citizen
 - Must not be in default on a student loan or owe a refund on a grant previously received from any college. If you need assistance with this process contact your Financial Aid Director.
 - Must have a high school diploma or complete a GED before receiving aid.
 - Must be registered with selective service if male and 18 years or older
 - Must demonstrate financial need
 - Must be making satisfactory progress if a continuing student
 - Must complete and submit a FAFSA.

The award amount is based on cost of attendance, enrollment status, prior year's income, and length of enrollment during the academic year. Students are required to be in good standing in their classes. Nebraska Indian Community College does not offer Federal Direct Loans.

TRIBAL PROGRAMS

The Bureau of Indian Affairs (BIA) Higher Education grant programs provide financial assistance to American Indian students, who are enrolled members of federally recognized tribes. Students interested in applying for BIA Higher Education grants or Adult Vocational Education grants must contact their Tribe's higher education program for application procedures and deadlines.

In order to complete the application process for Tribal grants, students must have completed a FAFSA. Deadlines for these programs vary for the Fall, Spring, and Summer semesters or sessions. Check with your enrolled agency for exact deadlines. BIA funding is limited, so apply early.

SCHOLARSHIPS

The Nebraska Indian Community College offers several scholarships established by private organizations and individuals. The criteria and award amounts vary with each scholarship.

Applications for the following scholarships are available from the Financial Aid Office or campus Advisors.

American Indian College Fund (AICF)

The American Indian College Fund provides assistance to learners who demonstrate high scholastic achievement. These scholarships may be awarded to any student who has demonstrated high academic achievement, and has unmet financial need. A portion of this scholarship may be awarded to non-Native students.

High School Graduate Success Scholarship

NICC offers scholarships to all incoming High School Graduates who are enrolled Native American (descendancy proof also allowed) or Nebraska residents. This scholarship applies to the entire time that the student is enrolled in a degree seeking program so long as the student persists from fall to spring and following fall and spring terms.

- Student must be enrolled within 9 months of their high school graduation date or completion of their final general education diploma.

- Full time students (at least 12 credits) will be eligible for \$1000.00 annually
- Students must be enrolled every fall and spring semester until they graduate from NICC.
- Students must maintain a 2.0 CGPA
- Starting the second enrolled term students will be required to maintain good academic standing.
- Nebraska resident or member of a Federally Recognized tribe or show descendancy by providing a birth certificate and parent enrollment (talk to the Registrar's office for additional questions).
- Students will not be required to demonstrate need for financial aid.

High School Graduate Scholarship for less than full time or students that do not meet enrollment or residence requirements

High School Graduates not attending full time will receive a \$500.00 scholarship the first year of enrollment.

- Student must be enrolled within 9 months of their high school graduation date or completion of their final general education diploma.
- Students will not be required to demonstrate need for financial aid.

Senior Citizens/Elders Tuition Waiver

NICC offers non-refundable tuition waivers for citizens 55 years of age or older as of the first day of the semester enrolled. Qualifying senior citizens will be charged for fees associated with student services. Tuition-paying students have priority over senior citizens if the course reaches capacity.

Summer Tuition Waiver

NICC offers non-refundable tuition waivers for summer semester when students successfully complete their course work. Students are required to seek all Financial Aid possibilities prior to receiving this waiver. Waivers for summer should be submitted at the beginning of the term.

Other Scholarships

NICC offers several other scholarship opportunities including:

- AIHEC Student of The Year Scholarship
- BRAN Scholarship
- Coca Cola Scholarships
- EDUQuest Scholarship
- NASA scholarship
- Students are encouraged to complete an on-going Internet search for the hundreds of college scholarships available throughout the year.

Students must understand that applying for a scholarship does not necessarily mean the student will receive the scholarship. All scholarships are competitive and are, in most cases, tied to a high grade point average, good attendance, and/or unmet need. All scholarship deadlines are strictly maintained. Most scholarships require a written essay, photo, or other documentation by the applicant.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that institutions participating in federal financial aid programs measure student progress. No payment of funds may be made unless the institution determines that the student is maintaining satisfactory progress in the course of studies he/she is pursuing, according to the standards and practices of the institution at which the student is in attendance. **At the end of**

each term all students will be evaluated for satisfactory academic progress.

To be in satisfactory standing each student must meet the Qualitative, Quantitative, and Funding Limit criteria.

CRITERIA 1: Grade Point Requirements (Qualitative)

Each student who receives Federal financial aid must have at least a minimum cumulative Grade Point Average (GPA) as defined by their attempted credit hours:

Freshman: A student who has attempted 0 to 15 credits – CGPA Required 1.5

Freshman 2: A student who has attempted 16 to 30 credits – CGPA required 1.75

Sophomore: A student who has attempted 31 or more credits – CGPA required 2.0

CRITERIA 2: Course Completion Requirements (Quantitative)

The student is eligible for financial aid when they successfully earn with a passing grade of A, B, C, D, or P at least 67% of the cumulative attempted credit hours per term. A grade of F, UW, W, or I, is considered an unsuccessful grade.

NICC **does** count the following grades as hours attempted and they are calculated into CGPA:

- Unofficially Withdrawn Courses (UW)
- Grade of an “F”

NICC does not count the following classes as attempted or earned.

- Audited classes

Student's Quantitative progress will be calculated as Cumulative Earned Credit/Cumulative Attempted Credit. For example: A student attempting 12 credit hours in a term and successfully completing 6 will not be meeting Criteria 2 requirements.

Students who fail to meet these standards are deemed to be making unsatisfactory progress and Financial Aid assistance will be affected. Students will be notified in writing of their condition from the Financial Aid Office. Copies will also be provided to the Academic Dean, the Registrar and the student's Faculty advisor. Students not meeting minimum standards will be subject to Financial Aid Warning or Suspension.

Financial Aid Warning, Suspension, Probation, Academic Plan, and Regaining Eligibility are defined under [Academic Progress](#).

It is the student's responsibility to notify the Financial Aid Office when he/she has met the satisfactory academic progress requirements for reinstatement. Students will be notified in writing if they are being placed on financial aid warning or suspension.

FINANCIAL AID FUNDING LIMIT

All federal financial aid eligibility is limited to 150% of the published length of the institution's educational programs. Therefore, the funding limit for students enrolled at NICC will be assessed on an individual basis according to the declared program in regards to attempted credits. Beyond this funding limit, students will be expected to continue classes at their own expense. Course work transferred from another institution will be calculated in the cumulative total of the 150%. Appeals for exceptions may be made through the Student Scholastic Committee (Academic Dean, Dean of Student Services, Registrar, Financial Aid, Student Billing and an appointed Faculty member).

PAYMENT OF FINANCIAL AID AWARDS

All required admission and financial aid documentation must be complete and on file before any financial aid can be awarded. Each student's financial aid is credited to their student account in the Business Office in the order received. All institutional charges, including tuition, fees, books,

materials, and supplies are deducted from the financial aid award(s). If a student's financial aid exceeds institutional charges, the student will receive a refund. College students will receive their financial aid in up to two disbursements per term. Federal funds will be disbursed the sixth week and throughout the term with attendance and academic standing documentation. Students identified as “no shows” and excessive absenteeism in the first four weeks will have their financial aid held until progress is reviewed at mid-term. Non-federal funds will be disbursed during/after the 10th week. No funds will be awarded until they are received from the awarding agency.

Students, who withdraw from all of their courses or stop attending during a term, will have their award recalculated as directed by Title IV requirements, usually referred to as R2T4. This calculation is done by the Financial Aid Director and the funds are returned. Students may also have scholarship monies reduced if they have not met criteria of the scholarship.

NICC REFUND PROCEDURE

Tuition and fees will be null and void if a student drops during the official drop/add period of the semester, with the exception of non-refundable fees and unreturned books. After the drop/add period, tuition and fees will be refunded in accordance to the schedule below. Students must officially withdraw from college by submitting a request with his/her advisor and student support services, see Withdrawal section in the catalog.

- Drops electronically submitted prior to the official drop/add period will not be applied to the relating semester.
- Withdrawals after the census date of the fall/spring term or the first week of the summer term will be billed 100% of the tuition charge.
- Unofficial Withdrawal may require a student to return funds to Title IV (based on last date of attendance) if they received a Financial Aid disbursement prior to their “stop out” date. Students that have not been awarded yet will have their fund balance adjusted.
- Textbooks and materials must be returned when **dropping** a course. Returned textbooks must be unmarked, and in excellent condition to be accepted for return. Books not in resalable condition will be charged to the student.

FINANCIAL AID DISBURSEMENT PROCEDURE

Title IV disbursements will be made after the census date and enrollment and attendance can be verified and documented. All educational costs, incurred through the last recorded date of attendance or the official withdrawal will be considered in determining the amount retained for the school and earned amount from the student.

Disbursement and repayment policies are in accordance with Federal regulations for the Higher Education Act as amended. If a return to Title IV (R2T4) calculation shows that a student has not earned all of the disbursement, the student will owe the unearned amount to Federal Student Aid Program. Financial aid recipients who withdraw from all courses during the semester or are involuntarily withdrawn may not be eligible for financial aid the following term. Students that do not continue attendance through at least 60% of the term will owe money back to Federal Student Aid, and will not be eligible to receive additional Federal Student Aid until the funds are re-paid to FSA.

RETURN TO TITLE IV (R2T4)

Student Financial Aid (SFA)

The school is certified by the U. S. Department of Education as an eligible participant in Federal Student Financial Aid (SFA) programs established under the Higher Education Act of 1965 (HEA), as amended (Title IV programs). The school is required to determine earned and unearned portions of Title IV aid for students who cancel, withdraw, drop out, are dismissed, prior to completing 60% of a payment period or term.

Federal Financial Aid Refunds - Return of Title IV (R2T4) Calculation

A student recipient of Federal Title IV funds (i.e., Federal Pell or SEOG) who withdraws from the

college before completing 60% of the term is subject to the Return of Title IV Calculation to determine the percentage of Title IV funds required to be returned to the federal government. The Return of Title IV calculation is a federally mandated formula to determine how much federal funding was “earned” up to the time of withdrawal.

The Title IV funds that were disbursed in excess of the earned amount must be returned to the federal government by the college and/or the student. If the student received a refund from financial aid, which was to be used for education-related personal expenses or housing expenses, the student may be required to return a portion of those funds to the college. This portion represents funds that were intended to pay the student’s education-related expenses through the end of the semester/term. The amount to be returned to the college will be determined by the student’s institutional costs, refunds the student might have received for non-institutional expenses and the funds that must be returned to the government.

The amount to be returned to the federal government will be calculated based on the last documented day of attendance in any class for which the student was registered. There are two types of withdrawals, official and unofficial. An official withdrawal occurs when a student follows the published process for withdrawing from the college prior to the end of the term. Attendance taking institutions require instructors to keep records of attendance, the official date of withdrawal will be the last documented day of attendance in any class for which they are registered. An unofficial withdrawal occurs when a student leaves the college without notice. Title IV aid recipients who fail to withdraw but stop attending class are considered unofficial withdrawals. The Return to Title IV Funds policy requires the college to calculate the “earned” amount based on the last day of attendance of the semester/term. If the student stopped attending prior to the 60% point of the term, the student will be billed for the outstanding charges as a result of the Return of Title IV funds.

Nebraska Indian Community College uses the Federal Calculation form to determine earned amount of Title IV funds. The formula for recalculation can be seen at this web link, <https://ifap.ed.gov/aidworksheets/attachments/CreditHourWorksheets2017.pdf>

A student may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal disbursement for Title IV funds, it will be processed for the student and a refund will be issued within 14 days of the credit balance.

BUSINESS OFFICE

The Business office is the official institutional depository for student bills and payment plans. The Business Office is responsible for student’s bills, and distribution of refunds. More information on the Business Office’s policies and procedures can be read in the Business Office Policies and Procedures Schedule.

PAYMENT PLANS

Students have the option of negotiating payment plans with the NICC Business Office if Financial Aid is not available. It is expected that the student will complete payment agreements each semester they are attending. Payment schedules will be reviewed each term.

Students may have the opportunity to work off balances due to NICC (but not balances due to FSA) prior to graduation. NICC’s campus work-study program must have approval from the designated supervisor and Business Office prior to start date.

NICC accepts Third Party payment plans which are arranged by the student with their employers or other outside agencies. A Third-Party payment agreement form is required to be completed and submitted to the business office by the fourth week of the semester of attendance.

CERTIFICATE AND DEGREE REQUIREMENTS

INSTITUTIONAL STUDENT LEARNING OUTCOMES

In our goal to help students and community grow in individual and native sovereignty and provide an environment which nurtures learning and growth, NICC has established the following educational outcomes:

- Students will grow in Native cultures.
- Students will effectively communicate.
 - Through listening, as well as written and oral speaking skills
 - In English and Native Languages
 - Reflecting appropriate Native values
- Students will apply critical, analytical, and creative thinking skills.
 - In both academic and community environments
- Students will practice research and investigative skills, exploring diverse topics.
 - Through cooperative and individual endeavors
 - Utilizing technology appropriately
 - Respectfully utilizing community and global resources.
- Through learned time management skills, students will develop and practice balance.
 - In careers and academics
 - Within our circle of life

All the above outcomes work to help our students make their own choices, determining their path in life.

GENERAL EDUCATION CORE COURSES

The Associate of Arts, Associate of Science, and the Associate of Applied Science degree programs have general education requirements that provide opportunities for students to practice skills needed to attain our Student Learning Outcomes and develop in these areas. The core course requirements are provided by degree on the following page. Students must pass a given course with a “D” or better in order for it to count as a core requirement.

NOTE: No general education core course can be simultaneously used for a required course in the major concentration area of study, unless specified in the degree requirements.

General Education Outcome	Categories for this outcome	Approved Courses
ILO 1: Native Cultures	Native Languages (3-4 credits)	NASP 1410, 1420, 1510, 1520, NASP 2430, 2440, 2530, 2540
	Native History (3 credits)	NASP 1010, 1020, 1030, 1040, 1080, 2110, 2120, 2200, 2210, 2220, 2230, 2240, or 2300
ILO 2: Communication	Written Communication (6 credits, CNST majors: 3 credits)	ENGL 1010, 1020
		ENGL 1020, 1040, 1050, BSAD 2050
	Oral Communication (3 credits)	SPCH 1110, BSAD 2050, NASP 2430, 2440, 2530, 2540
ILO 3: Critical, Analytical & Creative Thinking Skills	Arts & Humanities (3-4 credits)	ARTS 1010, BSAD 2310, ECED 1050, 1160, ENGL 1040, 1050, 1150, 2100, HIST 1110, 1111, 2010, 2020, NASP 1050, 1080, 1090, 1100, 1110, 1130, 1140, 1410, 1420, 1510, 1520, 2110, 2300, 2310, 2320, 2330, 2340, 2350, 2430, 2440, 2530, 2540, MUSC 1010, PSYC 1810, 2000, 2030, 2500, SOCI 1010, 1400, SPAN 1110, 1120
	Quantitative Reasoning (3-4 credits)	BSAD 1200, 1210, ENTR 2030, MATH 1060, 1110, 1150, 1600, 2170, SOCI 2880
	Lab Science (4 credits, GSS majors: 8 credits)	BIOS 1010/1014, 1110/1114, 1200/1204, 1210/1214, 2250/2254, 2260/2264, CHEM 1050/1054, 1090/1094, 1100/1104, PHYS 1100/1104, 1200/1204 (4 credits)
ILO 4: Research and Investigative Skills, Diversity	Technology (1-3 credits)	INFO 1010, 1011, 1012, 1013, 1200, 1600, 2100, 2150, 2200, 2300, 2400, 2420, 2500
	Global Awareness (3-4 credits)	BIOS 1200, 1204, 2030, CHEM 1050, 1054, ECED 1160, 2050, 2070, ECON 2110, EDUC 2030, 2050, 2070, ENGL 1050, GEOG 1010, HIST 1110, 1111, 2010, 2020, HMSV 2150, NASP 1070, 2120, 2300, 2310, 2320, 2330, NATR 1010, 2020, SOCI 1010, 1400, SPAN 1110, 1120
ILO 5: Wellness	College Skills (3 credits)	EDUC 1010 (2 credits)
		EDUC 1020 (1 credit)
	Health and Wellness (4 credits)	ENGL 1040, HLTH 1010, 1020, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 2300, 2310, 2340

**Degree programs may require specific courses to meet general education requirements. This information can be found on degree audit forms. Please consult with your Faculty Advisor.*

**Additional courses (such as special topics) may also be approved by the Academic Dean to meet particular institutional learning outcomes.*

PROGRAMS OF STUDY

The following curricula at NICC are based upon the student's full-time enrollment each semester in order to complete all the requirements within five semesters of study.

ASSOCIATE OF APPLIED SCIENCE - CARPENTRY

The Associate of Applied Science degree with an emphasis in carpentry is 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 jobsite or in the lab. Related course work includes blueprint reading, math, construction, estimating construction costs, costs and materials, and small business operations. Graduates of the carpentry program may be employed in general carpentry work, commercial carpentry fields, or specialize in one area such as a finish carpenter. Specific program requirements leading to the Associate of Applied Science with an emphasis in carpentry include:

<u>General Education Core:</u>	33-39 credits
<u>Carpentry Program Requirements:</u>	27 credits
CNST 1010 Fundamentals of Carpentry	3 credits
CNST 1020 Construction Theory	3 credits
CNST 1030 Blueprint Reading	3 credits
CNST 1040 Practical Carpentry I	3 credits
CNST 1050 Framing and Exterior Finishing	3 credits
CNST 1070 Practical Carpentry II	3 credits
CNST 1080 Practical Carpentry III	3 credits
CNST 1090 Interior Finishing	3 credits
ENTR 1050 Intro to Entrepreneurship	3 credits

Total credits required: 60-66 credits

ASSOCIATE OF ARTS - BUSINESS

The Associate of Arts degree with an emphasis in Business Administration is designed for those students who plan to continue their studies in a business-oriented area such as business administration, marketing, accounting, management, or finance and for those students seeking an entry level position in most business environments. This program offers a variety of business courses that permit the student to select a business major at the four-year college of their choice. Therefore, the student should work closely with their academic advisor and/or transfer counselor to select the courses which are appropriate and most beneficial.

Specific program requirements leading to an Associate of Arts with an emphasis in Business Administration include:

<u>General Education Core</u>	36-42 credits
<u>Business Administration Concentration:</u>	18 credits
BSAD 1050 Introduction to Business	3 credits
BSAD 1200 Principles of Accounting I	3 credits
BSAD 2520 Principles of Marketing	3 credits
BSAD 2540 Principles of Management	3 credits
BSAD 2700 Business Law I	3 credits
MATH 2170 Applied Statistics	3 credits
<u>Electives</u> (to meet 60 credit requirement)	(up to 6 credits)
Total:	60 credits

Track/ Options

<u>General Education Core:</u>	36-42 credits
<u>Entrepreneurship Concentration:</u>	18 credits

ENTR 1050 Introduction to Entrepreneurship	3 credits
ENTR 1210 Entrepreneurship Accounting	3 credits
BSAD 2700 Business Law I (Pre. ENTR 1050)	3 credits
ENTR 2050 Marketing for the Entrepreneur (ENTR 1050)	3 credits
ENTR 2070 Entrepreneurship Financial Topics (ENTR 1050)	3 credits
ENTR 2090 Entrepreneurship Business Plan (ENTR 1050)	3 credits
<u>Electives</u> (to meet 60 credit requirement)	(up to 6 credits)
Total:	60 credits

ASSOCIATE OF ARTS - EARLY CHILDHOOD EDUCATION

The Associate of Arts degree with an emphasis in Early Childhood Education is designed to provide students with knowledge of pre-school age children (including an emphasis on increasing knowledge of Native American pre-school age children). Courses leading to this emphasis are designed to prepare the student for work in childcare, and various governmental agencies, while providing sufficient general education courses to promote transfer into a four-year degree program. Students will work closely with their academic advisor to select the courses that are most appropriate and beneficial.

General Education Core:	36-42 credits
ILO 3- Arts and Humanities preferred courses	3 credits
ECED 1050 Expressive Arts	
ECED 1160 Early Language and Literacy	
ILO 4- Global Awareness preferred courses	3 credits
ECED 1160 Early Language and Literacy	
ECED 2050 Children with Exceptionalities	
ECED 2070 Family and Community Relationships	

Early Childhood Education Concentration:	Choose 24 credits
ECED 1050 Expressive Arts	3 credits
ECED 1060 Observation, Assessment, and Guidance	3 credits
ECED 1110 Infant/Toddler Development	3 credits
ECED 1120 Pre-school Child Development	2 credits
ECED 1150 Introduction to Early Childhood Education*	3 credits
ECED 1160 Early Language and Literacy	3 credits
ECED 1220 Pre-practica Seminar*	1 credit
ECED 1230 School-Age Child Development	2 credits
ECED 1610 Infant Practicum	1 credit
ECED 1620 Toddler Practicum	1 credit
ECED 1630 Pre-School Practicum	1 credit
ECED 1640 School Age Practicum	1 credit
ECED 2050 Children with Exceptionalities	3 credits
ECED 2060 Early Childhood Education Curriculum Planning	3 credits
ECED 2070 Family and Community Relationships	3 credits
ECED 2500 Early Childhood Program Administration	3 credits
Total credits required:	60-66 credits

*The * signifies courses that are pre-requisites to additional core courses in the program.*

Each development course should be taken simultaneously with the corresponding age range practicum.

ASSOCIATE OF ARTS - GENERAL LIBERAL ARTS

The Associate of Arts degree with an emphasis in General Liberal Arts is 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

General Education Core:	36-42 credits
General Study Electives:	18-24 credits
Total credits required:	60 credits

ASSOCIATE OF ARTS – HUMAN SERVICES

The Associate of Arts degree with an emphasis in Human Services is designed to provide students with knowledge and application of the human services field. With a focus on application in Native communities, this program prepares the student for work in various human services and counseling careers or further study toward a four-year degree. Three different tracks are offered within this degree: Community Counseling, Alcohol & Drug 2+2, and Alcohol & Drug Counseling LADC. Students should work with their Faculty Advisor to choose the track that best suits their interests and career pursuits.

All individuals wishing to be Alcohol and Drug Counselors should consult the HHS Web site (http://dhhs.ne.gov/publichealth/Pages/crl_mhes_adc_provrequirements.aspx) for licensure information on the Alcohol & Drug LADC track.

<u>General Education Core:</u>	36-42 credits
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<u>Human Services Concentration:</u>	15 credits
HMSV 1010 Introduction to Native American Human Services	3 credits
HMSV 1200 Introduction to Counseling Techniques	3 credits
HMSV 2600 Ethical & Legal Issues in Human Services Professions	3 credits
PSYC 2030 Developmental Psychology* or PSYC 2500 Abnormal Psych	3 credits
HMSV 2990 Internship/Practicum	3 credits

<u>Track/Options- CHOOSE ONE</u>	<u>6-15 credits total</u>
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Community Counseling Concentration (6 credits)

HMSV 2300 Intro to Family Counseling	3 credits
HMSV 2500 Crisis Intervention	3 credits

Alcohol & Drug Counseling (7 credits)

HMSV 2250 Alcohol/Drug Assess, Plan & Mgmt.	2 credits
HMSV 2400 Medical and Psych Aspects of Alcohol & Drug Issues	3 credits
HMSV 2750 Clinical Treatment in Chemical Dependency	2 credits

Alcohol & Drug Counseling LADC track (15 credits)

HMSV 2100 Strategies in Group Counseling	3 credits
HMSV 2150 Multicultural Counseling	2 credits
HMSV 2250 Alcohol/Drug Assessment, Case Planning & Management	2 credits
HMSV 2400 Medical and Psych Aspects of Alcohol & Drug Issues	3 credits
HMSV 2750 Clinical Treatment in Chemical Dependency	2 credits
HMSV 2990 Internship	3 credits

*PSYC 2030 required for licensure.

Electives (optional, up to 6 credits to meet 60 credit requirement)

Total credits required:	60-72 credits
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ASSOCIATE OF ARTS - NATIVE AMERICAN STUDIES

The Associate of Arts degree with an emphasis in Native American Studies is designed to provide students with a foundation in Native American issues and concerns. NASP majors select from one of two areas of concentration: History and Traditional Culture or Contemporary Tribal Leadership. Therefore, the student should work closely with their academic advisor and/or transfer counselor to select the courses which are appropriate and most beneficial. Specific program requirements include:

General Education Core:	36-42 credits
<u>History and Traditional Culture Concentration:</u>	15 credits
(select any 5 NASP courses from the list below)	
NASP 2110 Native American Literature	3 credits
NASP 2120 Oral History in Tribal Tradition	3 credits
NASP 2200 Santee Dakota Tribal History	3 credits
NASP 2210 Omaha Tribal History	3 credits
NASP 2220 Ponca Tribal History	3 credits
NASP 2230 Dakota Culture and Tradition	3 credits
NASP 2240 Omaha Culture and Tradition	3 credits
NASP 2900 Special Topics	3 credits
Electives (to meet 60 credit requirement)	3-9 credits

General Education Core:	36-42 credits
<u>Contemporary Tribal Leadership:</u>	15 credits
(select any 5 courses from the list below)	
BSAD 1050 Introduction to Business	3 credits
BSAD 1200 Principles of Accounting I	3 credits
BSAD 2050 Business Communication	3 credits
BSAD 2540 Principles of Management	3 credits
NASP 2300 Tribal Government and Politics	3 credits
NASP 2310 Federal Indian Policy	3 credits
NASP 2320 Federal Indian Law	4 credits
NASP 2330 Tribal Management	3 credits
NASP 2340 Grant Writing in Tribal Development	3 credits
NASP 2350 Grant Writing in Tribal Development II	3 credits
Electives (to meet 60 credit requirement)	3-9 credits

Total credits required: 60 credits

ASSOCIATE OF ARTS -PARAEDUCATOR/PRE-TEACHER EDUCATION

The Associate of Arts degree with an emphasis for Paraeducators/Pre-Teacher Education is designed to provide students with a foundation of skills for the K-12 schooling environment, with particular attention to serving Native youth and young adults. Students should work closely with their faculty advisor to select the courses which are most appropriate and beneficial, to assure smooth transfer to a four-degree program. Graduates from this degree program can do the following:

- Meet Title I qualifications for paraeducators in the state of Nebraska
- Apply for a local substitute teaching license
- Pursue a bachelor's degree to become a certified K-12 teacher

<u>General Education Core:</u>	36-42 credits
<u>Core Paraeducator/Pre-Teacher Education Requirements:</u>	21-2 credits
EDUC 1110 Intro to Professional Education	3 credits
EDUC 1111 Project Para	1 credit
EDUC 1711 Praxis Core	1 credit
NASP 1080 Native American Education	3 credits
EDUC 2030 Multicultural Education	3 credits

EDUC 2050 The Exceptional Learner in the Classroom or ECED 2050 Children with Exceptionalities	3 credits
EDUC 2070 Additional Language Acquisition and Development	3 credits
PSYC 1810 Intro to Psychology	3 credits
EDUC 1700 Professional Practicum	1-2 credits
<u>Electives</u> (optional, to meet 60 credit requirement)	

Total credits required: 60-64 credits

ASSOCIATE OF SCIENCE - GENERAL SCIENCE STUDIES

The Associate of Science degree provides opportunities for personal enhancement and career enrichment, primarily designed to allow students to transfer their work to a four-year college. **Students should work closely with their academic advisor and/or transfer counselor** to select the courses which are most appropriate and most beneficial. Area of emphasis can be designed by the faculty and student. Program selections towards emphasis in the following sciences are: life sciences, horticulture (BIOS), environment/natural resources, earth sciences/geology (NATR), chemistry (CHEM), and physical sciences (PHYS).

General Education Core:	40-47 credits
General Science Electives:	13-20 credits
Total credits required:	60 credits

CERTIFICATE PROGRAMS

Certificates are designed to enable students to gain entry-level employment in specialized areas, qualify for occupational advancement, upgrade job skills, or for personal development. Each program is designed for a specific occupational field. Therefore, the semester credits required to obtain a certificate will vary with the particular program.

CERTIFICATE IN CARPENTRY

Course #	Course Title	Credits
CNST 1010	Fundamentals of Carpentry	3 credits
CNST 1020	Construction Theory	3 credits
CNST 1030	Blueprint Reading	3 credits
CNST 1040	Practical Carpentry I	3 credits
CNST 1050	Framing and Exterior Finishing	3 credits
CNST 1070	Practical Carpentry II	3 credits
CNST 1080	Practical Carpentry III	3 credits
CNST 1090	Interior Finishing	3 credits
MATH 1060	Construction Math	3 credits
Total credits required:		27 Credits

COURSE DESCRIPTIONS

ART (ARTS)

ARTS 1010 INTRODUCTION TO THE VISUAL ARTS (3)

An appreciation of the visual arts as a creative process. Includes an overview of the historical evolution of art, and art as it relates to society. (Previously known as ART 105)

ARTS 1050 INTRODUCTION TO ART HISTORY AND CRITICISM I (3)

A survey of major works of art in all media from Prehistory through the end of the 14th Century. Artistic styles will be discussed in relation to contemporary history, society, and culture. Individual works of art will be explored as well as the role of art and architecture in a cultural context.

ARTS 1060 INTRODUCTION TO ART HISTORY AND CRITICISM II (3)

A survey of major works of art in all media from the 14th Century to the present. Artistic styles will be discussed in relation to contemporary history, society, and culture. Individual works of art will be explored as well as the role of art and architecture in a cultural context.

ARTS 2900 SPECIAL TOPICS (1-3) (Previously known as ART 290)

ARTS 2990 INTERNSHIP/PRACTICUM (3) (Previously known as ART 299)

AUTOMOTIVE (AUTO)

AUTO 1010 EXPLORATORY MECHANICS (3)

This course gives the learner a basic overview of auto mechanics covering the areas of tire identification and oil changing, tune-ups, battery identification, minor maintenance, principle operations of the 2 and 4 cycle engines, and the history of automobiles. Students are urged to have cars to work on as projects. (Previously known as ATM 100)

AUTO 1020 AUTOMOTIVE POWER TRAIN (3)

This course studies the principles of the power train consisting of the clutch, standard transmission, and drive lines. The student will learn how to disassemble, repair, and assemble the power train system. (Previously known as ATM 118)

BIOLOGY (BIOS)

BIOS 1010 GENERAL BIOLOGY (3)

This course covers fundamental processes of cells and organisms, cell structure genetics, biotechnology, evolution, classification, diversity, and interaction of organisms at the molecular, cellular, organismic, ecosystems, and biosphere level. It is designed as both a course for non-majors and as a foundation course for those planning additional work in biology (may or may not transfer as a program requirement for biology majors).
(Previously known as BIO 110)

BIOS 1014 GENERAL BIOLOGY LAB (1)

A laboratory course in general biology which focuses on developing lab skills and techniques through exploration of characteristics and organization of living things. (Previously known as BIO 111)

**Pre- or co-requisite: BIOS 1010*

BIOS 1110 GENERAL BOTANY (3)

This is a survey of the plant kingdom, with a study of representative plants from each of the major plant groups. Emphasis upon local flora where possible. **Prerequisite: BIOS 1010/1011 or equivalent.*

BIOS 1114 GENERAL BOTANY LAB (1)

Laboratory to accompany BIOS 1110. **Pre- or co-requisite: BIOS 1110*

BIOS 1200 CONCEPTS OF ECOLOGY (3)

This is an introduction to basic ecological principles and in-depth study of how they apply in all major biomes and ecosystems of the earth. Includes terrestrial and water environments.

(Previously known as BIO 120 and NAT 120)

BIOS 1204 CONCEPTS OF ECOLOGY LABORATORY (1) Formerly NAT 121

Laboratory component of BIOS 1200. Emphasis will be on field techniques and sampling methodology. (Previously known as BIO 121) **Pre- or co-requisite: BIOS 1200*

BIOS 1210 INTRODUCTION TO GEOLOGY (3)

This course will study our physical environment and the processes shaping it. The materials and structures of the earth's crust, the origins of landforms, the concept of geological time, and the nature of the earth's interior are also studied. Constant attention will be given to geological effects on our environment. (Previously known as NAT 130)

BIOS 1214 INTRODUCTION TO GEOLOGY LABORATORY (1)

Laboratory to accompany BIOS 1214. GPS/GIS will be used extensively within the course. (Previously known as NAT 131) *Pre/Co-requisite: BIOS 1210*

BIOS 2250 HUMAN ANATOMY AND PHYSIOLOGY I (3)

Introduction to the form and function of the human body. Including organization, basic chemistry, cells, tissues, skin, skeletal system, muscular system, nervous system and introduction special senses.

(Previously known as BIO 240- General Anatomy and Physiology I) **Prerequisite: BIOS 1010/1014 or department approval*

BIOS 2254 HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY (1)

Laboratory component of BIOS 2250. The labs will use demonstrations and inquiry techniques. (Previously known as BIO 241- General Anatomy and Physiology I Laboratory) **Pre- or co-requisite: BIOS 2250)*

BIOS 2260 HUMAN ANATOMY AND PHYSIOLOGY II (3)

Introduction to the form and function of the following human body systems: continuation of the nervous system and special senses, endocrine system, blood and cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, metabolism, urinary system, fluid electrolyte and pH balance, and reproductive systems. (Previously known as BIO 250- General Anatomy and Physiology II) **Prerequisite: BIOS 2250/2254 or equivalent*

BIOS 2264 HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY (1)

Laboratory component of BIOS 2260. (Previously known as BIO 251- General Anatomy and Physiology II Laboratory) **Co-requisite: BIOS 2260*

BIOS 2460 MICROBIOLOGY (3)

Study of microbiology with emphasis on structure of microbial cells, their nutrition and growth, control of growth, genetics and genetic engineering, metabolic and biosynthesis activity, and host-parasite interactions. Accompanying laboratory study emphasizes microbiological techniques including microbial control and manipulation.

BIOS 2464 MICROBIOLOGY LAB (1)

Laboratory component of BIOS 2460. **Co-requisite: BIOS 2460*

BIOS 2900 SPECIAL TOPICS (1-3) (Previously known as BIO 290)

BIOS 2990 INTERNSHIP/PRACTICUM (3) (Previously known as BIO 299)

BUSINESS (BSAD)

BSAD 1040 PERSONAL FINANCE (3)

A study of the methods of solving financial problems which people encounter in managing their individual and family affairs. Among topics covered are insurance, home buying, use of credit, personal taxes, savings, investments in securities, and estate planning. (Previously known as BUS 103)

BSAD 1050 INTRODUCTION TO BUSINESS (3)

An introductory study and overview of the role of business in society as well as a discussion of the various disciplines of business including an overview of business organization, management, marketing, human resource management, and finance. Also a study and discussion of various strategies for success of specific public and private firms as well as small business. Business vocabulary used to understand analyze, interpret business news and information. (Previously known as BUS 101)

BSAD 1170 INTRODUCTION TO PUBLIC ADMINISTRATION (3)

A study of government administration and its involvement in the social and economic problems of American democracy. It includes, but is not limited to: problem, finance, personnel and planning, administrative relations with legislatures, political parties, chief executives, and the courts. (Previously known as BUS 117)

BSAD 1200 PRINCIPLES OF ACCOUNTING I (3)

This course is designed to provide introductory knowledge of financial accounting principles, concepts, and practices. Included topics are the balance sheet, the income statement, the statement of equity, the statement of cash flows, worksheets, journals, ledgers, accruals, adjusting and closing entries, internal controls, inventories, fixed and intangible assets, liabilities, equity, and financial statement analysis. This course provides a foundation for more advanced work in the fields of accounting and business. (Previously known as BUS 120)

BSAD 1210 PRINCIPLES OF ACCOUNTING II (3)

This course is a continuation of BSAD 1200. Principles of Accounting II includes cost relationship, statement analysis, and other accounting techniques used for management purposes and decision making. (Previously known as BUS 121) **Prerequisite: BSAD1200*

BSAD 2050 BUSINESS COMMUNICATION (3)

A study of methods and procedures used in effective business communications. This is a hands-on course that emphasizes both written and spoken communication. The student will engage in letter and report writing, creating advertising, conducting meetings and job interviewing. (Previously known as BUS 205) **Prerequisite: BSAD 1050 and ENGL 1010*

BSAD 2310 ETHICS (3)

This course is an introduction to the field of ethics. Course examines various contemporary ethical questions including abortion, violence, and proper relationship to Mother Earth. Besides introducing various schools of ethics, emphasis will be placed on Native American perspectives regarding ethical questions. (Previously known as PHI 202) *Prerequisite: ENGL 1010 or consent of instructor*

BSAD 2520 PRINCIPLES OF MARKETING (3)

A study of the development of an effective marketing program including consumer behavior, product, pricing, distribution, and promotional strategies. (Previously known as BUS 217) **Prerequisite: BSAD 1050*

BSAD 2540 PRINCIPLES OF MANAGEMENT (3)

Introduction to management theory and practice with emphasis on the primary functions of planning, organizing, leading and controlling. Topics will include the ever-changing challenges and opportunities within the management field. (Previously known as BUS 211) **Prerequisite: BSAD 1050*

BSAD 2700 BUSINESS LAW I (3)

Introduction to the laws that affect the business environment and business transactions between individuals, including the laws governing the information of business enterprises, the law of contract, secured transactions, sales, property rights, business ethics, and government regulation. (Previously known as BUS 270) **Prerequisite: BSAD 1050*

BSAD 2710 BUSINESS LAW II (3)

An in-depth study of the laws governing partnerships, joint ventures and corporations. Covers securities regulation, real and personal property transactions, employment relationships, consumer protection, the Uniform Commercial Code, and governing regulatory structures. (Previously known as BUS 271) **Prerequisite: BSAD 2700*

BSAD 2900 SPECIAL TOPICS (1-3) (Previously known as BUS 290)**BSAD 2990 INTERNSHIP/PRACTICUM (3)** (Previously known as BUS 299)**CHEMISTRY (CHEM)****CHEM 0900 PRECHEMISTRY (3)**

This course is designed primarily for students with a limited background in Chemistry studies. It is beneficial for those needing an introduction to Chemistry or are pursuing a degree a liberal arts and/or non-science majors requiring credit in a physical science course with a laboratory. Students are given an introduction to the fundamental concepts in chemistry; solve basic problems relating to chemical reactions, and a general understanding of the vocabulary, theories, and practices in chemistry. (Previously known as CHM 098)

CHEM 0904 PRECHEMISTRY LAB (1)

(Previously known as CHM 099) **Prerequisite/Co-requisite: MATH 0900 or consent of the instructor.*

CHEM 1050 APPLIED ENVIRONMENTAL CHEMISTRY & CONSERVATION BIOLOGY (3)

This course provides students with an understanding and appreciation of how the interconnectedness of the natural world functions. Examines the effect of Human on his environment from an atomic, molecular, cellular and macro scale, promotes an increased interest in the natural world, and encourages reexamination of how Human views and subsequently interacts with the world.

CHEM 1054 APPLIED ENVIRONMENTAL CHEMISTRY & CONSERVATION BIOLOGY LAB (1)

This lab accompanies CHEM 1050. **Co-requisite CHEM 1050*

CHEM 1090 GENERAL CHEMISTRY I (3)

This is the first course of a comprehensive chemistry sequence. Topics include nomenclature, atomic structure, chemical reactions, essentials of bonding, periodic properties, Valence Shell Electron Pair Repulsion Theory (VSEPR) theory, modern bonding theories, stoichiometry, thermochemistry, and the chemistry of solids, liquids, gases. **Prerequisite: MATH 1110 or appropriate college level math placement*

CHEM 1094 GENERAL CHEMISTRY I LAB (1)

This lab accompanies CHEM 1090.

CHEM 1100 GENERAL CHEMISTRY II (3)

This is the second course of a comprehensive chemistry sequence. Topics include solutions, kinetics, equilibrium, acid-base reactions, solubility, thermodynamics, and electrochemistry. **Prerequisite: CHEM 1090*

CHEM 1104 GENERAL CHEMISTRY II LAB (1)

This lab accompanies CHEM 1100.

CHEM 1200 INTRODUCTION TO ORGANIC CHEMISTRY (3)

This is an introductory organic and biochemistry course designed for students who have successfully completed our CHM 110 chemistry course. The organic portion of this course introduces nomenclature, functional groups, organic structures, and types of reactions. The biochemistry portion of this course emphasizes the structure, function and metabolism of the four classes of macromolecules: carbohydrates, lipids, proteins, and nucleic acids. (Previously known as CHM 201) **Prerequisite: MATH 110 and CHEM 1100 and 1104 with grade of "C" or higher; Pre- or co-requisite: CHEM 1200*

CHEM 1204 INTRODUCTION TO ORGANIC CHEMISTRY LAB (1)

An introductory organic and biochemistry course designed for students who have successfully completed a previous chemistry course. The organic portion of this course introduces nomenclature, functional groups, organic structures, and types of reactions. The biochemistry portion of this course emphasizes the structure, function and metabolism of the four classes of macromolecules: carbohydrates, lipids, proteins, and nucleic acids. (Previously known as CHM 202)

CHEM 2900 SPECIAL TOPICS (1-3) (Previously known as CHM 290)**CHEM 2990 INTERNSHIP/PRACTICUM (3)** (Previously known as CHM 299)**CARPENTRY (CNST)****CNST 1010 FUNDAMENTALS OF CARPENTRY (3)**

This course covers the basics of measurement and computation, the use and care of hand and power tools that are commonly found on a carpenter's jobsite. Students will also learn and practice safety procedures and building codes. Students will study and use common building materials found in residential construction. (Previously known as CPT 100)

CNST 1020 CONSTRUCTION THEORY (3)

In this course students will be introduced to residential construction. Students will learn the materials needed to construct a residential home. Students will be able to estimate materials and cost of a project. During this course students will study and understand the stages of residential home construction. (Previously known as CPT 201)

CNST 1030 BLUEPRINT READING (3)

This course teaches how to interpret blueprints and trade specifications of common building trades. Students will become familiar with architectural symbols for the carpentry, electrical, plumbing and HVAC fields. Students will also become familiar with local building codes and requirements. (Previously known as CPT 102)

CNST 1040 PRACTICAL CARPENTRY I (3)

In this course emphasis is placed on the beginning stages of residential construction. Students will

learn about building site preparation and laying out building and lot lines. Students will also study the different types of residential building foundations and concrete flat work. This course will cover the construction of a residential floor system. (Previously known as CPT 106)

CNST 1050 FRAMING AND EXTERIOR FINISHING (3)

In this course emphasis is placed on the layout and framing of wall and roof systems. Students will study the materials use in common building practice of residential wall and roof framing. Students will learn how to layout a wall frame as well as frame in window and door openings. Students will also learn about trusses in residential construction and how they are set. (Previously known as CPT 108)

CNST 1070 PRACTICAL CARPENTRY II (3)

In this course students will learn how to properly install doors and windows in a residential building. Students will also study the different types and application of exterior siding commonly used in residential construction. This course will also cover residential roofing and the application of asphalt shingles, sheet steel and wood shingle roofing materials. (Previously known as CPT 203) **It is strongly recommended to take CNST 1040 before CNST 1070.*

CNST 1080 PRACTICAL CARPENTRY III (3)

Students will learn the multiple types of rafter construction and rafter layout. Students will study steel framing in the residential and commercial setting. This course will also cover stairs, deck/patio, balcony, dormer, and other special framing systems. (Previously known as CPT 209) **It is strongly recommended to take CNST 1040 before CNST 1080.*

CNST 1090 INTERIOR FINISHING (3)

This course will cover the drywall application and finishing as well as wall coverings and coatings. Students will learn about the different types of flooring such as carpet, hardwood, tile, and laminate flooring. Students will also learn about interior trim styles and their application to windows, doors, and base trim. (Previously known as CPT 211)

CNST 2900 SPECIAL TOPICS (1-3) (Previously known as CPT 290)

CNST 2990 INTERNSHIP/PRACTICUM (3) (Previously known as CPT 299)

EARLY CHILDHOOD EDUCATION (ECED)

ECED 1050 EXPRESSIVE ARTS (3)

This course focuses on the development and application of materials, activities, and experiences that encourage the young child's (birth to 8-year old) creativity and aesthetic appreciation through visual arts, music, body movement, creative/open-ended thinking, dramatic arts, and play.

ECED 1060 OBSERVATION, ASSESSMENT, AND GUIDANCE (3)

This course introduces a variety of observation, assessment and guidance strategies used in early childhood education settings birth through age eight

ECED 1110 INFANT/TODDLER DEVELOPMENT (3)

This course focuses on typical / atypical development of children in the prenatal period of development through 36 months. Planning curriculum in the domains of physical growth and motor skills, cognition and language, and social / emotional development are examined.

ECED 1120 PRESCHOOL CHILD DEVELOPMENT (2)

This course focuses on typical / atypical development of the child ages 3 through 5 years, in the domains of physical growth and motor skills, cognition and language, and social / emotional development

ECED 1150 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3)

This course provides an overview of the history, trends, and philosophies of early childhood education. Diversity, inclusion, licensing standards, current legislation, professionalism, and advocacy are examined.

ECED 1160 EARLY LANGUAGE LITERACY (3)

This course focuses on the development of literacy and language skills from birth to age eight, including typical/atypical and dual/multiple language learners.

ECED 1220 PRE-PRACTICA SEMINAR (1)

This course is designed to provide an orientation to practicum experiences in the early childhood education program. Students will review the process for setting up a practicum, forms used during practicum, understand child care licensing requirements for their state, and have their names cleared through appropriate background checks. Students will understand practicum expectations and responsibilities, methods of evaluation, and the importance of professionalism in the workplace.

ECED 1230 SCHOOL AGE CHILD DEVELOPMENT (2)

This course focuses on typical/atypical development of the children ages 5 through 8 years. The course will examine program design in out of school care that addresses the domains of physical growth and motor skills, cognition and language, and social/emotional development.

ECED 1610 INFANT PRACTICUM (1)

This course is designed to provide an understanding of the developmental stages of children six weeks through 18 months-of-age by participating in hands-on learning experiences in selected early childhood care and education settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and curriculum activities for infants are presented. Students are required to complete a minimum of 45 clock hours of practical work experience. A passing grade of "C" or better is required for ECE majors. (Previously known as ECED 1521) **Pre- or Co-requisite: ECED 1110*

ECED 1620 TODDLER PRACTICUM (1)

This course is designed to provide an understanding of the developmental stages of children six weeks through 18 months-of-age by participating in hands-on learning experiences in selected early childhood care and education settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and curriculum activities for infants are presented. Students are required to complete a minimum of 45 clock hours of practical work experience. A passing grade of "C" or better is required for ECED majors. (Previously known as ECED 1522)

ECED 1630 PRESCHOOL PRACTICUM (1)

This course is designed to provide an understanding of the developmental stages of children from three to five years of age by participating in hands-on learning experiences in selected early care and education settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and curriculum activities for children from 3-5 years of age are also presented. Students are required to complete a minimum of 45 clock hours of practical work experience. A passing grade of "C" or better is required for all ECED majors. (Previously known as ECED 1520) **Pre- or Co-requisite: ECED 1230*

ECED 1640 SCHOOL-AGE PRACTICUM (1)

This course is designed to provide an understanding of the developmental stages of children from five to eight years of age by participating in hands-on learning experiences in selected early care and education settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and

curriculum activities for school age children presented. Students are required to complete a minimum of 45 clock hours of practical work experience. A passing grade of “C” or better is required for all ECED majors. (Previously known as ECED 1545)

ECED 2050 CHILDREN WITH EXCEPTIONALITIES (3)

This course focuses on the theory, development and philosophy of early childhood education programs serving children (from birth to age 8) with exceptionalities. Topics include working with families, legislation, role of the interventionist, interdisciplinary teams and inclusion of children with special needs in natural environments. Observation of inclusionary practices and exceptional children are required. **Strongly suggested: Prior knowledge of child growth and development.*

ECED 2060 EARLY CHILDHOOD EDUCATION CURRICULUM PLANNING (3)

This course prepares students to plan a developmentally appropriate curriculum and environments for children ages 3-8 years of age. Topics include writing goals and objectives, lesson plans, daily schedules, working with parents, and inclusionary practices.

ECED 2070 FAMILY AND COMMUNITY RELATIONSHIPS (3)

This course focuses on the development of skills, techniques and attitudes needed to form successful collaboration with diverse family systems and communities. Ten hours of volunteer service-learning required.

ECED 2500 EARLY CHILDHOOD PROGRAM ADMINISTRATION (3)

This course will focus on a systematic approach to effective program planning and operations and will include specific plans for meeting the needs of children and their families. Emphasis will be placed on organization, policy and procedures, record keeping, staff management, and budgeting. Future trends toward child care operations will be examined.

ECED 2900 SPECIAL TOPICS (1-3) (Previously known as ECE 290)

ECONOMICS (ECON)

ECON 2110 PRINCIPLES OF MACROECONOMICS (3)

This course is a study of the “big ideas” of macroeconomics such as GDP, CPI, inflation, unemployment, labor, and international trade. A look at public-policy decision making using macro theories such as: monetary policy, fiscal policy and other economic-stabilization theories. This course will also examine the economic challenges facing our economy. (Previously known as ECO 201- Macroeconomics)

ECON 2120 PRINCIPLES OF MICROECONOMICS (3)

Analysis of perfect and imperfect markets, including the behavior of producers and consumers. Topics include price and income elasticity, public and private goods, income distribution, market structures, production costs, resource allocation, comparative advantage and current economic problems. (Previously known as ECO 202)

ECON 2900 SPECIAL TOPICS (1-3) (Previously known as ECO 290)

ECON 2990 INTERNSHIP/PRACTICUM (3) (Previously known as ECO 299)

EDUCATION (EDUC)

EDUC 1010 STUDENT SUCCESS STRATEGIES (2)

In this course students will have an opportunity to get the most out of college by becoming a master student. Students will gain the knowledge that will empower them to be responsible for themselves in learning to adjust to college. Practical application and emphasis are placed on such topics as

critical thinking skills, note taking, time management, and college procedures including financial aid and scholarships. It is required that the student enroll in this course during their first term of enrollment. (Previously known as SSS 100)

EDUC 1020 CAREER SURVIVAL (1)

In this course students will have an opportunity to expand their life views as well as foster the self-confidence and skills needed to reach their goals. Students will strengthen their ability to make sound career decisions. Practical application and emphasis are placed on such topics as career exploration, transfer assistance, and job seeking skills, including resume writing and interviewing skills. It is highly recommended that the student takes this course during their last term of enrollment. (Previously known as SSS 101)

EDUC 1110 INTRODUCTION TO PROFESSIONAL EDUCATION (3)

An overview of education in the United States viewed in terms of history, philosophy, finance and governance. Encourages critical thought regarding the role of education in our ever-changing diverse society, the role of the teacher, and educational practices in schools. The course is designed to help students explore education as a prospective career.

EDUC 1111 PROJECT PARA (1)

A paraeducator is an individual employed to perform instructional and related non-instructional duties in school settings under the direction of a certificated teacher or administrator. Other terms used for the position of paraeducator include paraprofessional, teaching assistant, and instructional aide. Project Para is a state approved assessment for meeting Title I paraprofessional qualifications. It is intended to be supplemental to the training provided by school districts and assists schools in meeting the paraeducator training requirements of No Child Left Behind, the Nebraska Rule 11, and IDEA. For Nebraska users, it includes supplemental assessments that satisfy the Nebraska Department of Education's requirements for NCLB and a portion (3 of 12 credits) of the Early Childhood requirements.

EDUC 1700 PROFESSIONAL PRACTICUM (1-2)

Designed to acquaint the student with the classroom situation and atmosphere by participation in the teaching-learning process. Includes observation and assistance in classroom-related activities under supervision of an experienced teacher.

EDUC 1711 PRAXIS CORE (1)

Any person who applies for their first regular Nebraska teaching or substitute teaching certificate must demonstrate basic skills competency as determined by the Nebraska State Board of Education. The test chosen to meet this requirement is the Praxis® Core Academic Skills for Educators, it is the approved Basic Skills test for program admission (Reading, Writing, and Mathematics), a computer-based test administered by ETS (Educational Testing Service, Princeton, New Jersey). During this time, students will use interactive practice tests and select the exam date and testing site location.

EDUC 2030 MULTICULTURAL EDUCATION (3)

The purpose of this course is to provide a basic introduction to the historical, sociological, and philosophical foundations of Multicultural Education. The course will engage students in a dialogue that fosters the analysis and evaluation of educational practices effective for teaching diverse learners and for teaching about the pluralism of North America as it impacts teaching and learning.

**Prerequisite: EDUC 1110*

EDUC 2050 THE EXCEPTIONAL LEARNER IN THE CLASSROOM (3)

This course serves as an introduction to basic concepts related to the education of exceptional learners. Topics to be discussed include legal and ethical requirements for educating exceptional learners (e.g., IDEA, Section 504, ADA and Rosa' Law); identification, referral, and placement procedures; instructional strategies for teaching and evaluating; managing the academic and social

behaviors of a range of exceptional and other at-risk learners in the school setting. This course meets the NDE state requirements for teacher certification.

EDUC 2070 ADDITIONAL LANGUAGE ACQUISITION AND DEVELOPMENT (3)

This course offers an introduction to the teaching and learning of additional languages. It delves into SLA theory, identity and language learning, language policy, and methods for teaching/supporting additional languages in the classroom, school, and community. Special emphasis will be placed on Indigenous languages. This course serves as a foundation for world language and ELL teachers alike. It is designed and delivered based on the premise that language teachers need a deep understanding of how additional languages are learned if they are to serve their learners well. **Strongly suggested: Familiarity with an Indigenous language or NASP 1410, NASP 1510.*

EDUC 2900 SPECIAL TOPICS (1-3)

EDUC 2990 INTERNSHIP (3)

ENGLISH (ENGL)

ENGL 0900 ENGLISH SKILLS (3)

This course is designed to prepare students for ENGL 1010. Students will learn how to improve the structure of their sentences and the expression of their ideas through writing. The integration of thinking, reading, and writing is also emphasized in the development of short essays. (Previously known as ENG 099)

ENGL 1010 ENGLISH COMPOSITION I (3)

English Composition I offers instructional practice in the techniques of effective writing. The process of planning, writing, revising, and editing essays for particular audiences and purposes and research-related skills are also emphasized. (Previously known as ENG 101) **Prerequisite: Placement program scores (minimum score on placement exam) or successful completion of ENGL 0900.*

ENGL 1020 ENGLISH COMPOSITION II (3)

Students will read and analyze various texts and respond with research-based argumentative essays that demonstrate information literacy, critical-reading, and source integration. A significant argument-based research project is required. (Previously known as ENG 102) **Prerequisite: ENGL 1010 or appropriate placement*

ENGL 1040 CREATIVE WRITING (3)

This is an introductory course in creative writing. Students will be exposed to various creative writing forms and be asked to write their own works and could include fiction and/or creative non-fiction short stories, and poetry. Students will learn common techniques in creative writing such as voice, setting, character, plot, and theme and will present their writing in workshop format. (Previously known as ENG 120) **Prerequisite: ENGL 1010*

ENGL 1050 JOURNALISTIC WRITING (3)

This course is a study of the impact that mass media and journalism has on society. Students will be asked to critically read and understand various media examples as well as write their own according to assignments. Forms to be covered in class include: advertising; feature writing for newspapers, newsletters, magazines, and television; and various forms of Internet writing. (Previously known as ENG 130) **Prerequisite: ENGL 1010*

ENGL 1150 CRITICAL THINKING (3)

This course will examine the objective analysis and evaluation of arguments and the ways of improving critical thinking skills. Students will gain proficiency with systems of formal reasoning and construct sound arguments based on relevant evidence. (Previously known as PHI 105)

ENGL 2100 INTRODUCTION TO LITERATURE (3)

This course offers a critical analysis of culturally diverse works of poetry, drama, and fiction. Students employ various techniques for discussing, evaluating, and writing about literature. (Previously known as ENG 210) **Prerequisite: ENGL 1010*

ENGL 2900 SPECIAL TOPICS (1-3)

(Previously known as ENG 290)

ENGL 2990 INTERNSHIP/PRACTICUM (3)

(Previously known as ENG 299)

ENTREPRENEURSHIP (ENTR)**ENTR 1050 INTRODUCTION TO ENTREPRENEURSHIP (3)**

The student will evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The student will understand the role of entrepreneurial businesses in the United States and the impact on our national and global economy.

ENTR 2030 ENTREPRENEURSHIP ACCOUNTING (3)

This course is an introduction to an accounting software program. Students use the software to record transactions related to sales, sales invoicing, purchases, purchase invoicing, receipts, payments, and payroll. Students also use the software to generate financial statements and other financial reports.

NOTE: It is helpful, though not required for students taking ENTR 2030 Entrepreneurship Accounting to have had either high school bookkeeping classes or have taken BSAD 1200-Principles of Accounting I.

ENTR 2040 ENTREPRENEURSHIP FEASIBILITY STUDY (3)

Students will assess the viability of a business idea to determine if the concept is feasible for business startup, expansion or long-term growth. The student will identify and analyze through basic research the present climate to determine current trends for their business idea by completing an industry, target market and competitive analysis. The student will begin to assess the financial needs for the business idea in addition to their own skill, strengths and talents to launch a successful business idea.

ENTR 2050 MARKETING FOR THE ENTREPRENEUR (3)

In the course, the student will gain insights essential for marketing their entrepreneurial venture utilizing innovative and financially responsible marketing strategies. Students will develop an understanding of traditional and non-traditional entrepreneurial marketing strategies. Prepare marketing strategies with associated tactics to launch and sustain an entrepreneurial venture.

ENTR 2070 ENTREPRENEURSHIP FINANCIAL TOPICS (3)

This course will cover financial topics for entrepreneurial businesses. Financial topics include budgeting, financial statements, and learning how to work with an accounting professional. Other topics include funding, income tax, sales and use tax, payroll tax, unemployment tax, employee benefits and retirement planning.

ENTR 2090 ENTREPRENEURSHIP BUSINESS PLAN (3)

The student will evaluate a business concept and create a business plan. Students will assess the strengths and weaknesses of a business concept; apply research data into the plans; and prepare the financial projections for the business concept. Students will identify and evaluate various resources available for funding small businesses.

GEOGRAPHY (GEOG)

GEOG 1010 WORLD REGIONAL GEOGRAPHY (3)

An introduction to the cultural and natural regions of the Earth. How humans have affected the planet and how the environment affects human society. This course explores how a people's geographical background affects their culture.

(Previously known as GEO 104)

GEOG 2900 SPECIAL TOPICS (1-3)

(Previously known as GEO 290)

GEOG 2990 INTERNSHIP/PRACTICUM (3)

(Previously known as GEO 299)

HISTORY (HIST)

HIST 1110 WORLD HISTORY I (3)

This is a chronological survey of the major world civilizations, giving an overall view of the culture, including but not limited to achievements, politics, social forces, governments, and the reasons for their rise and decline. Some major civilizations include, but are not limited to the Egyptians, Greeks, Romans, Aztecs, and Incas. (Previously known as HST 110)

HIST 1111 WORLD HISTORY II (3)

This is a continuation of HIST 1110 chronological survey of the major world civilizations, giving an overall view of the culture, including but not limited to achievements, politics, social forces, governments, and the reasons for their rise and decline. (Previously known as HST 111)

HIST 2010 AMERICAN HISTORY I (3)

A survey of American history from the Age of Discovery through the Civil War and Reconstruction. Emphasis is on the political, economic, cultural, social, and technological issues that arise in the development of the American nation. (Previously known as HST 205)

HIST 2020 AMERICAN HISTORY II (3)

A survey of American history from the end of the Civil War era to the present. Emphasis is on the political, economic, cultural, social, and technological issues that arise in America's development as a global power. (Previously known as HST 206)

HIST 2900 SPECIAL TOPICS (1-3)

(Previously known as HST 290)

HIST 2990 INTERNSHIP/PRACTICUM (3)

(Previously known as HST 299)

HEALTH, PHYSICAL EDUCATION, AND RECREATION (HLTH)

HLTH 1010 INTRODUCTION TO HEALTHCARE (1)

This class is designed to introduce students to the healthcare industry and Indian Health Services. It will include an overview of various professions within the health field as well as a basic overview of the structure of different medical organizations such as hospitals and other care facilities. In addition, it will cover topics such as role of the healthcare professional, basic medical terminology, patient protection, HIPPA and EMTALA, and professionalism. Students will also learn about teamwork, communication skills, and legal issues in the healthcare setting. (Previously known as HPR 170)

HLTH 1020 FIRST AID/CPR (1)

This is a study and application of the principles and techniques involved in the administration of First Aid. Basic life support and CPR skills are taught according to the American Heart Association or American Red Cross guidelines. Deals with prevention of accidents and emergency care and treatment that can be provided until the services of a physician or trained medical individual arrives. *HLTH activity course* (Previously known as HPR 171)

HLTH 1040 PHYSICAL ACTIVITY (1)

Instruction in a variety of leisure sports and activities. Activity will vary from semester to semester and may include any of the following: bowling, golf, martial arts, basketball, or other physical activity associated with lifetime wellness. *HLTH activity course* (Previously known as HPR 100)

HLTH 1041 SOCIAL ACTIVITY (1)

Instruction in a variety of socially centered activities. Activities will vary from semester to semester and primarily include traditional Native social activities. *HLTH activity course* (Previously known as HPR 101)

HLTH 1042 TRADITIONAL NATIVE AMERICAN GAMES (1)

This course is a basic class where instruction will be provided on how Native American Games such as Handgame, Moccasin Game, Kohn-su, PE-NA-GA, Boss and other games are played. *HLTH activity course* (Previously known as HPR 127)

HLTH 1043 BEADING (1)

This course is a basic class in the art and skill of learning to create various decorative articles, emphasizing geometric patterns and Indian designs. *HLTH activity course* (Previously known as HPR 135)

HLTH 1044 NATIVE AMERICAN CLOTHING DESIGN AND CONSTRUCTION (1)

This course is an understanding of basic design principles and their application to clothing. Indian designs are emphasized in the construction of apparel using these principles. Participants will be instructed in all areas of design, to include personalization. The overall outcome will provide participants with the means to create design and construct the appropriate ensemble. *HLTH activity course* (Previously known as HPR 140)

HLTH 1045 ARCHERY/HUNTING SAFETY (1)

This course is a basic class in targeting and 3-D archery requiring no previous knowledge or skill. The focus is target and 3-D SAFETY, etiquette, sportsmanship, archery history, cultural significance and the physical, social and emotional benefits of archery. *HLTH activity course* (Previously known as HPR 150)

HLTH 1046 AIHEC (1)

The American Indian Higher Education Consortium (AIHEC) class is a comprehensive study of a multitude of Native American topics including but not limited to: history, culture, fauna, flora, games, art, theater, and business. The course will help prepare the students for the Spring competition.

HLTH 1047 FATHERHOOD AND MOTHERHOOD IS SACRED (1)

The Native American Fatherhood & Families Association created and designed this program specifically for Native American fathers and mothers. The goal of the program is to strengthen Native American families through responsible fatherhood and motherhood. Sacredness is a deep traditional value in the great heritage of our Native people. While other programs focus on the legal and moral obligations of parenting, this program elevates fatherhood and motherhood by looking not only at the importance of legal and moral obligations, but also sacred responsibility.

HLTH 1048 GARDENING (1)

This course is an introduction to the basics of gardening and healthy foods. Students will learn how to analyze soil samples, utilize organic gardening techniques, and incorporate traditional ways of food production and preservation.

HLTH 1060 COMPREHENSIVE MEDICAL TERMINOLOGY (3)

This course establishes a solid foundation of prefixes, suffixes, word roots, abbreviations, medical terms and symbols. It emphasizes understanding the medical vocabulary as it applies to the anatomy, physiology, pathology, diagnostic, and therapeutic procedures of all the human body systems.

HLTH 2300 INTRODUCTION TO NUTRITION (3)

The study of the basic principles and concepts of nutrition. Topics covered include carbohydrates, lipids (fats), proteins, vitamins, minerals, energy balance, and nutrition through the life cycle. Personal nutritional analysis and the relationship between diet and disease will be addressed. (Previously known as NUT 115)

HLTH 2310 HEALTH EDUCATION AND WELLNESS (3)

In this course, health is presented to the college student as a broad, ever-changing, sometimes controversial subject. Emphasis is placed on the effect our rapidly changing environment has upon health today. An attempt is made to assist the student in intelligent personal decision-making regarding ecology, nutrition, chronic and communicable diseases, drug dependency, mental health, and human sexuality. (Previously known as HPR 231)

HLTH 2340 NATIVE AMERICAN TRADITIONAL FOODS (3)

This course engages indigenous practices and beliefs, focusing particularly on the food systems of the Native Americans of this region. Of specific interest are dynamic connections between native foods and the health of people and place, both traditionally and in societies affected by colonization and rapid cultural change, and how food systems have changed through these processes. (Previously known as NUT 201)

HLTH 2900 SPECIAL TOPICS (1-3) (Previously known as HPR 290)**HLTH 2990 INTERNSHIP/PRACTICUM (3) (Previously known as HPR 299)****HUMAN SERVICES COUNSELING (HMSV)****HMSV 1010 INTRODUCTION TO NATIVE AMERICAN HUMAN SERVICES (3)**

Introduction and orientation to the applied nature of human services within tribal communities. The course is designed to provide an overview of the issues with which clients struggle as well as the concerns of human services providers. Students in this course may be interested in careers in areas including social work, family violence, chemical dependency, child protection, mental health, and program management. This course is intended to serve as a realistic orientation to this package of careers. (Previously known as HSC 115) **Prerequisite: ENGL 1010 or placement testing equivalent.*

HMSV 1200 INTRODUCTION TO COUNSELING TECHNIQUES (3)

Intensive study of interviewing and counseling methods and techniques with emphasis on effective skill building and communication patterns between client and counselor. When relevant, the course content will explore both Indian and non-Indian counseling issues. (Previously known as HSC 120) **Prerequisite: HMSV 1010*

HMSV 2100 STRATEGIES IN GROUP COUNSELING (3)

This course emphasizes the principles of group processes. The course studies how groups function and how they can assist individual members to handle personal problems. Students must develop an

awareness of the various theories of group counseling and practice as well as how to be an effective group member and leader. When relevant, the course content will explore both Indian and non-Indian viewpoints. The student will utilize critical thinking skills for comparing and contrasting these viewpoints. (Previously known as HSC 210) **Prerequisite: HMSV 1010 and 1200*

HMSV 2150 MULTICULTURAL COUNSELING (2)

Students will gain an understanding of cultural sameness and differences, and the effects on human experience. Historical, political, social, and economic influences of culture will be discussed. Special counseling techniques applicable to minority groups and variations from traditional counseling will be studied and practiced. (Previously known as HSC 215) **Prerequisite: HMSV 1010*

HMSV 2250 ALCOHOL/DRUG ASSESSMENT, CASE PLANNING & MANAGEMENT (2)

The focus of this course is on the skills and tools of assessment of the individual regarding alcohol and other drug abuse/addiction. (Previously known as HSC 210) **Prerequisite: HMSV 1010 and 1200*

HMSV 2300 INTRODUCTION TO FAMILY COUNSELING (3)

Marriage and the Family affords students the opportunity to examine some traditional and emerging aspects of women's and men's roles in marriage and families. It also looks at ways in which family lifestyles have changed over the years. In addition, the class studies various types of human relationships. (Previously known as HSC 230) **Prerequisite: HMSV 1010*

HMSV 2400 MEDICAL/PSYCHOLOGICAL ASPECTS OF CHEMICAL DEPENDENCIES (3)

The focus of this course is on the medical and psychological nature and impact of alcohol and other drug abuse and addictions upon the individual. (Previously known as HSC 240) **Prerequisite: HMSV 1010*

HMSV 2500 CRISIS INTERVENTION (3)

This course focuses on the identification of situations having the potential for crisis. Discussions will involve description of clients, theories devoted to the explanation and possible resolution of crisis situations, and an explanation of counseling techniques. Integral to the class will be role-playing and library research. Bereavement, rape, child abuse, family counseling, and alcoholism will be covered. (Previously known as HSC 250) **Prerequisite: HMSV 1010 and 1200*

HMSV 2600 ETHICAL AND LEGAL ISSUES IN THE HUMAN SERVICES PROFESSIONS (3)

This course examines ethical and legal issues of concern to the human services field drawn from the ethical standards of the professional associations and application in Native communities. (Previously known as HSC 260) **Prerequisite: HMSV 1010*

HMSV 2750 CLINICAL TREATMENT IN CHEMICAL DEPENDENCY (2)

This course provides the student with specific interventions to be applied in chemical dependency treatment and recovery programs. (Previously known as HSC 275) **Prerequisite: HMSV 1010 and 1200*

HMSV 2900 SPECIAL TOPICS (1-3)

(Previously known as HSC 290)

HMSV 2990 INTERNSHIP/PRACTICUM (3)

(Previously known as HSC 299)

INFORMATION TECHNOLOGY (INFO)

**Previously known as Computer Applications (CA)*

INFO 0900 KEYBOARDING (2)

In this course computer software will be utilized to introduce the student to the keyboard using timed typing and numeric keypad practice. Students who have little or no expertise in keyboarding should take this class. Students have 2 hours of lab per week. (Previously known as CA 099)

INFO 1010 INTRODUCTION TO COMPUTERS (3)

This course introduces the student to computer literacy. This course is designed to expose students to the history, theory, structure, terminology, social issues, and basic use of computers and networks today. Students will gain an understanding of computer technology, computer hardware components, peripherals, networks, software, and basic use of the computer as a productive tool. Students will also be introduced to the use of a popular productivity software suite, including word processing, spreadsheet, and database software, as well as basic use of the Internet, the College's Intranet, and E-mail. (Previously known as CA 104) **Prerequisite: INFO 0900 or placement testing equivalent.*

INFO 1011 INTRODUCTION TO WORD PROCESSING (1)

Printed communication a vital link in today's world, whether personal, social or business. This course will introduce students to basic letter composition, creating memos and posters. Readability and clarity will be emphasized along with presentation of the printed word. (Keyboarding skills are required.)

INFO 1012 INTRODUCTION TO SPREADSHEETS (1)

Spreadsheets are used for presenting numeric data in areas of education, science, personal finance, and business. This course will introduce students to basic formatting and terminology of the spreadsheet. Students will work on compiling and presenting numeric data in an easily eye appealing readable format. Students will start from a blank worksheet entering data, to labeling, using formulas, formatting, creating charts, saving and printing.

INFO 1013 INTRODUCTION TO PRESENTATION SOFTWARE (1)

In today's world environment individuals are asked to present informational sharing programs and they often use presentation software. This course will begin training the student how to compose information using presentation software. Besides the basic slide composition students will be introduced to the usage of fonts, colors, using audio and video links in presentations. Students will also be saving and learning several ways to format the presentation for printing.

INFO 1200 INTRODUCTION TO PRODUCTIVITY SOFTWARE (3)

Students will become acquainted with the different types and applications of spreadsheet software, presentation software, and publishing software. Students will learn to create and revise spreadsheets and obtain a basic understanding of simple column and row tabulations, developing charts and using a variety of designs, fonts and appearances. Students will learn to create slideshows and obtain a basic understanding of using different design layouts and basic effects. Students will learn to use publisher software to develop letterheads, greeting cards, posters and flyers and newsprint and students will understand the various applications for publisher software. (Previously known as CA 120) **Prerequisite: INFO 0900 and INFO 1010 if needed.*

INFO 1600 PRODUCTIVITY SOFTWARE II (3)

This course is designed to introduce the student to basic through advanced database and computer presentation concepts and skills using a combination of a popular database and computer presentation software. Students will learn to design, create, manipulate, and print professional computer presentations, databases, and queries including documents, worksheets, workbooks, charts, graphs, and graphics. Throughout the course special emphasis will be placed on mail merger, formula creation, keyboard shortcuts, manipulation of the software environment, and the integration of

database documents/files and computer presentations with other files types and software applications. (Previously known as CA 160) **Prerequisites: INFO 0900 and INFO 1010*

INFO 2100 PROJECT MANAGEMENT (3)

Project Management is the discipline of defining and managing the vision, tasks, and resources required to complete a project. This course provides an introduction to the project management process, resource management (time, money and people), quality control, communications and risk using and identifying popular project management software. Project Manager suites will be used to learn to develop strategic planning, work plans, calendaring, and data compilation for reports. (Previously known as CA 210) **Prerequisites: INFO 0900 and INFO 1010*

INFO 2150 NETWORKING (3)

The fundamentals of data communications, local area networking (LAN) and wide area networking (WAN) are described and discussed. Topics include network services, terminology, Physical Layer components, protocols, the OSI model, Architecture Standards and WAN technologies.

Prerequisite: CA 104 and 120

(Previously known as CA 215) **Prerequisites: INFO 0900 and INFO 1010*

INFO 2200 DATABASE MANAGEMENT SOFTWARE (3)

This course is designed to introduce the student to basic through advanced database concepts and skills using popular database software. Students will learn to design, create, manipulate, and print professional computer presentations, databases, and queries including documents, worksheets, workbooks, charts, graphs, and graphics. Throughout the course special emphasis will be placed on mail merger, formula creation, keyboard shortcuts, manipulation of the software environment, and the integration of database documents/files and computer presentations with other files types and software applications. (Previously known as CA 220) **Prerequisites: INFO 0900 and INFO 1010*

INFO 2300 TROUBLESHOOTING AND MAINTENANCE (3)

This course is designed to introduce the student to PC troubleshooting skills. Students will build a Personal Computer (PC) from start to finish, including bench testing. Through this process students will learn the major types of processors, hardware cards, motherboards, memory, drives, cables, and fans/heat sinks that constitute most PCs, diagnose common PC hardware problems utilizing a Basic Input/output Subsystem (BIOS), and install new hardware and an operating system. Fee may apply for hardware/software cost. (Previously known as CA 230) **Prerequisites: INFO 0900 and INFO 1010*

INFO 2400 WEB DESIGN (3)

This course introduces students to the process of creating a Web site, with an overview of organizational issues, marketing concerns, navigation, typography on the Web, and other design considerations. It uses industry-standard imaging software and graphical interface-based Web design software such as Microsoft FrontPage & Adobe Photoshop. The course uses lectures, software demonstrations, exploration and analysis of existing Web sites, hands-on exercises, and projects to enable students to acquire the basic skills and knowledge to create Web pages for the World Wide Web. (Previously known as CA 240) **Prerequisites: INFO 0900 and INFO 1010*

INFO 2420 INTRODUCTION TO COMPUTER AGE GRAPHIC DESIGN (3)

The course is an introduction to computer design programs and their use in graphic design and fine arts applications. Students will explore the use of Adobe Photoshop and use it for personal artwork and modern design applications. This course will teach skills useful for graphic designers/illustrators in the advertising agency field or offset printing industry, silkscreen industry, and sign making production. Hands on instruction takes students through the steps needed to provide finished printing materials. Major topics include elements of visual form, typography, combining words and images and basic design. (Previously known as CA 242) **Prerequisite: INFO 1010*

INFO 2500 ADVANCED WEBSITE DESIGN (3)

This course introduces the fundamentals of interactive design theories and their applications to web design. Students will integrate design principles, image creation, text, video, sound and simple animations to create dynamic websites. The course will emphasize use of multimedia to achieve specific communication goals for a client. Scripting and storyboarding will be introduced as part of the design process. Students will produce an interactive multimedia web site that demonstrates their use of the basic concepts and principles of interactive design. (Previously known as CA 250)

**Prerequisites: INFO 0900 and INFO 1010*

INFO 2900 SPECIAL TOPICS (1-3) (Previously known as CA 290)**INFO 2990 INTERNSHIP (3)**

Employers have put increasing emphasis on selecting students who have work experience. By participating in an internship program, students gain valuable experience in an area that they may be considering as a career field. Internships also help students narrow their career interest more precisely. An internship is a supervised work experience, normally under conditions of paid employment which integrate significant activities in the real computer-based world with theories and principles learned in the classroom. (Previously known as CA 299)

MATHEMATICS (MATH)**MATH 0904 DEVELOPMENTAL MATH LAB (1)**

Students are offered the opportunity to review and increase mathematics skills in addition, subtraction, multiplication, division, whole numbers, fractions, decimals, percentages, basic algebraic manipulation, and geometry. **Co-requisite: MATH 1110 if determined appropriate by math placement program*

MATH 1060 CONSTRUCTION MATH (3)

This course provides applied mathematics for the student enrolled in the carpentry and building construction program. Gives student the ability to use basic math skills to employ in blueprint design, distance measurements, squaring off of floor plans, materials ordering with purchase orders, materials estimates, and the like. (Previously known as MTH 106)

MATH 1110 INTERMEDIATE ALGEBRA (4)

This course will include: polynomials and exponents, factoring, rational expressions, roots and radicals, complex numbers, quadratic equations, systems of linear equations, functions, and logarithms. (Previously known as MTH 111) **Prerequisite: Appropriate math placement using multiple measures program; *Co-requisite: MATH 0904 if applicable*

MATH 1150 COLLEGE ALGEBRA (3)

This course is the study of relations, functions, and their graphs, equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities. (Previously known as MTH 112) **Prerequisite: Appropriate math placement using multiple measures program or successful completion of MATH 1110 Intermediate Algebra.*

MATH 1600 ANALYTIC GEOMETRY AND CALCULUS I (5)

This course is a study of analytical geometry and single variable calculus. Topics include limits, continuity, derivatives, applications of derivatives, integrals, and applications of integrals.

**Prerequisite: MATH 1150 or appropriate math placement*

MATH 2020 GEOMETRY FOR ELEMENTARY SCHOOL TEACHERS (3)

Fundamental mathematical concepts basic to the understanding of elementary geometry will be presented in this course. (Previously known as MTH 202) **Prerequisite: Teacher or child development program students or approval by instructor.*

MATH 2030 CONTEMPORARY MATHEMATICS (3)

Applications of quantitative reasoning and methods to problems and decision making in the areas of management, statistics, and social choice. Topics include networks, critical paths, linear programming, sampling, central tendency, inference, voting methods, power index, game theory, and fair decision problems. (Previously known as MTH 203) **Prerequisite: Teacher program students or approval by instructor*

MATH 2170 APPLIED STATISTICS (3)

The course is an introduction to basic probability and statistical methods that are used in a wide variety of disciplines. Topics include descriptive statistics, probability foundations, probability distributions, sampling distributions, methods of statistical inference, and bivariate relationships. (Previously known as MTH 215) **Prerequisite: MATH 1110- Intermediate Algebra or appropriate math placement*

MATH 2300 MATH FOR ELEMENTARY TEACHERS (3)

This course will cover numeration, sets, relations, bases, and a detailed development of the number system from an elementary school point of view. A key component of this course will be to learn about and create good habits relating to the five NCTM process standards: problem solving, communication, representation, reasoning and proof, and connections. (Previously known as MTH 230) **Prerequisite: MATH 1110*

MATH 2400 BUSINESS CALCULUS (3)

This course is an accelerated course in applications of mathematics to business and economics. Topic coverage include: 1) equations and their graphs; 2) matrices and their operations; 3) differential calculus, in particular, first and second derivatives of single and multi-variable functions; and 4) the modeling of business and economic problems. Computer applications are included. (Previously known as MTH 240) **Prerequisite: MATH 1110*

MATH 2900 SPECIAL TOPICS (1-3)

(Previously known as MTH 290)

MATH 2990 INTERNSHIP/PRACTICUM (3)

(Previously known as MTH 299)

MUSIC (MUSC)**MUSC 1010 INTRODUCTION TO MUSIC (3)**

An introduction and overview of the history of Western art music, from the middle ages to modern times. Includes the elements of music, historical style periods, major composers, and selected works. (Previously known as MUS 100)

MUSC 2900 SPECIAL TOPICS (1-3)

(Previously known as MUS 290)

MUSC 2990 INTERNSHIP/PRACTICUM (3)

(Previously known as MUS 299)

NATIVE AMERICAN STUDIES (NASP)**NASP 1010 INTRODUCTION TO NATIVE AMERICAN STUDIES (3)**

This course examines major issues facing Native Americans today. Focus will be on the analysis of issues in light of tribal efforts toward self-determination. (Previously known as NAS 101)

NASP 1020 CULTURES & PEOPLES OF NATIVE AMERICA (3)

This is a survey of the archeology, languages, religions, technologies, achievements and cultural developments of native North American people from their earliest history in the Americas to the present. This course closely examines social and cultural change issues. (Previously known as NAS 103)

NASP 1030 NATIVE AMERICAN HISTORY TO 1890 (3)

This is a study of events, personalities and trends in Native American history to 1890. The interaction between native peoples and European colonists and immigrants is closely examined. (Previously known as NAS 200)

NASP 1040 NATIVE AMERICAN HISTORY SINCE 1890 (3)

This course is a comprehensive study of Native Americans since 1890. Trends in U.S. policy and Native movements to regain new forms of sovereignty are examined. (Previously known as NAS 201)

NASP 1050 NATIVE AMERICAN PERSPECTIVES IN PHILOSOPHY (3)

Course examines the traditional understanding of various Native American peoples. Includes comparisons of traditional tribal cultural understandings regarding origin and nature of the world, values and ways of life. (Previously known as NAS 250)

NASP 1060 ISSUES IN NATIVE AMERICAN PSYCHOLOGY (3)

An introduction to the understanding of Native American psychology. Issues of cultural identity, gender roles and expectations, the impact of Euro-American colonialism, the impact of the boarding school system, family violence, and changes in parenting styles and values and chemical dependency will be examined. A collection of relevant readings that apply to these issues will serve as the texts for this focused study. (Previously known as NAS 280)

NASP 1070 NATIVE AMERICAN GENEALOGY RESEARCH (3)

This is a course in which students will learn about the genealogy to Native American Indian history, culture, and family. Students of any ancestry or background will gain value in learning about a central aspect of Native American culture, and in doing research that is geared toward either their own family genealogy or the researching of the genealogies of public figures, or historical figures. Students will be guided through a research process and set of research methodologies for vital statistics, land, tax, census, historical material and online resources. Students will also learn family genealogies of their descendants. By completion of the semester, students will be expected to assemble a genealogy and family history. (Previously known as NAS 207)

NASP 1080 NATIVE AMERICAN EDUCATION (3)

An overview of traditional education practices as well as early missionary and Federal schooling efforts. Major legislation and contemporary trends will be addressed. (Previously known as NAS 212)

NASP 1090 NATIVE AMERICAN ARTS (3)

This course provides an examination and comparative study of Native American art forms including historic, traditional and contemporary forms. (Previously known as NAS 104)

NASP 1100 NATIVE AMERICAN MUSIC (3)

This course is a study of contemporary and traditional tribal specific music. Emphasis will be placed on particular types of songs and their significance in tribal history. (Previously known as NAS 130)

NASP 1130 NATIVE AMERICAN MYTHOLOGY (3)

This is a study of the mythology of Native Americans: origins, symbolism and tribal variations. The oral tradition in creation, trickster, and hero stories of indigenous people is emphasized. (Previously

known as NAS 155)

NASP 1140 NATIVE AMERICAN SPIRITUALITY (3)

This course is a comparative introduction the worldviews, ritual practices, and spirituality of Native Americans. Course will examine traditional tribal religions, syncretism and revitalization movements prompted by contact with European-Americans (such as the Ghost Dance and Native American Church) and distinctive American Indian forms of Christianity. (Previously known as NAS 205)

NASP 1410 OMAHA LANGUAGE I (4)

This is a beginning course, which will introduce students to the basic structure, grammar and phonetics of the Omaha language. Also discussion of Omaha cultural tradition. (Previously known as NAS 110)

NASP 1420 OMAHA LANGUAGE II (4)

This is a continuation of the Omaha I, with more intense development of vocabulary and grammar. Continues discussion of Omaha cultural traditions. (Previously known as NAS 111) **Prerequisite: NASP 1410 or permission of instructor*

NASP 1510 DAKOTA LANGUAGE I (4)

This is a beginning course, which will introduce students to the basic structure, grammar and phonetics of the Dakota language. Also discussion of Dakota cultural tradition (Previously known as NAS 120)

NASP 1520 DAKOTA LANGUAGE II (4)

This is a continuation of Dakota I, with more intense development of vocabulary and grammar. Continues discussion of Dakota cultural traditions. (Previously known as NAS 121) **Prerequisite: NASP 1510 or permission of instructor*

NASP 2110 NATIVE AMERICAN LITERATURE (3)

The study of literary forms utilized by Native American authors. Emphasis will be placed upon the writers' points of view, the structure of their literary techniques, and the contribution of Native American writers to American Literature. (Previously known as NAS 245)

NASP 2120 ORAL HISTORY IN TRIBAL TRADITION (3)

Students will collect various kinds of material (video, audio, written) from local people then organize and formulate the collected material into a cohesive whole for use by oral historians, researchers and future classes. This course prepares students to do fieldwork on their own. (Previously known as NAS 206)

NASP 2200 SANTEE DAKOTA TRIBAL HISTORY (3)

This is a study of tribal history up to and including the present based on materials from government archives, agency and tribal records as well as from more traditional community sources. (Previously known as NAS 202)

NASP 2210 OMAHA TRIBAL HISTORY (3)

This course is a study of the Omaha people and the events which have led to contemporary political and economic conditions. Content is based on materials from government archives, agency and tribal records as well as from more traditional community sources. (Previously known as NAS 204)

NASP 2220 PONCA TRIBAL HISTORY (3)

This course examines Ponca history including the forced move to Indian Territory and the perilous return to their homelands in Nebraska. (Previously known as NAS 203)

NASP 2230 DAKOTA CULTURE AND TRADITION (3)

This course serves as an examination of the traditional culture of the Santee Dakota people in the context of the larger Oyate (Nation) of the Seven Council Fires. (Previously known as NAS 222)

NASP 2240 OMAHA CULTURE AND TRADITION (3)

This course serves as an examination of the traditional culture of the Omaha people in the context of the historic and contemporary life of the Omaha Nation. (Previously known as NAS 244)

NASP 2300 TRIBAL GOVERNMENT AND POLITICS (3)

This course will review the history of traditional forms of Native American self-government as well as the development of contemporary forms including a close look at the Indian Reorganization Act and tribal constitutions. (Previously known as NAS 213)

NASP 2310 FEDERAL INDIAN POLICY (3)

An examination of the development of U.S. Government policies toward and about Native Americans and a study of the philosophies behind the policies. A close look at the impact of those policies is central to the reading and discussion of this course. (Previously known as NAS 215)

NASP 2320 FEDERAL INDIAN LAW (4)

This course provides a brief overview of Indian policy as a background to the field of Indian law, studies various components of Indian law, such as civil and criminal jurisdiction, treaty rights, federal trust responsibility, tribal judicial systems, tribal sovereignty, taxation and regulation, freedom of religion and Indian Child Welfare Act. Experience in reading cases and statutes is helpful. (Previously known as NAS 216)

NASP 2330 TRIBAL MANAGEMENT (3)

A look at the ways in which managerial styles affect and enhance the development of both the organization and the workers supervised. Issues of financial management unique to tribal organizations are also studied. Contemporary theories, principles and practices of management and supervisions relevant to tribal organizations will be presented. (Previously known as NAS 220)

NASP 2340 GRANT WRITING IN TRIBAL DEVELOPMENT (3)

This course introduces the student to the process of gathering information and writing that is essential for successful grant proposal writing. Students will become acquainted with the expectations that many grant sources communicate through "requests for proposals" (RFPs). (Previously known as NAS 210)

NASP 2350 GRANT WRITING IN TRIBAL DEVELOPMENT II (3)

Grant Writing for Tribal Development II gives students the opportunity to write "real" grants using skills and knowledge gained from NAS 210. Students should be computer literate and able to navigate successfully on-line. Students will be required to locate, download, print and be prepared to "submit" completed grant in class. (Previously known as NAS 211) **Prerequisite: NASP 2350 Grant Writing in Tribal Development I. Recommended: INFO 1010 Intro to Computers*

NASP 2430 OMAHA LANGUAGE III (3)

This course will continue to focus on the development of conversational skills in the Omaha language. Students will continue to develop and strengthen pronunciation skills and an understanding of the structure of the language while increasing vocabulary. Students will develop and strengthen reading and writing skills in Omaha. Translation of text and documents as well as public speaking skills will be introduced to students. (Previously known as NAS 253) **Prerequisite: NASP 1420 or equivalent experience*

NASP 2440 OMAHA LANGUAGE IV (3)

Use of advanced grammatical patterns and conversational skills in the Omaha language are

emphasized with a focus on conversational fluency. Increasingly complex vocabulary items and contextual use of language are examined. (Previously known as NAS 254) **Prerequisite: NASP 2430 or equivalent experience*

NASP 2530 DAKOTA LANGUAGE III (3)

This course will continue to focus on the development of conversational skills in the Dakota language. Students will continue to develop and strengthen pronunciation skills and an understanding of the structure of the language while increasing Dakota vocabulary. Students will develop and strengthen reading and writing skills in Dakota. Translation of text and documents as well as public speaking skills will be introduced to students. (Previously known as NAS 251)

**Prerequisite: NASP 1520 or equivalent experience*

NASP 2540 DAKOTA LANGUAGE IV (3)

Use of advanced grammatical patterns and conversational skills in the Dakota language are emphasized with a focus on conversational fluency. Increasingly complex vocabulary items and contextual use of language are examined. (Previously known as NAS 252) **Prerequisite: NASP 2530 or equivalent experience*

NASP 2900 SPECIAL TOPICS (1-3) (Previously known as NAS 290)

NASP 2990 INTERNSHIP/PRACTICUM (3) (Previously known as NAS 299)

NATURAL RESOURCES/ENVIRONMENTAL SCIENCES (NATR)

NATR 1010 INTRODUCTION TO NATURAL RESOURCES (3)

This is a survey course to introduce students to the various disciplines in the natural resources area. Discussion of conservation history and certain environmental problems. (Previously known as NAT 101 and BIO 104)

NATR 2020 NATURAL RESOURCES MANAGEMENT (3)

This class is designed to have our students develop insight and understanding towards the management of our environment's natural resources, and how to take care of them in such a way as to make Mother Earth as healthy as possible. The class will do this through classroom instruction and guided exploration and research. Field work on conservation methods and best practices will be observed and, in many cases, created. We will focus on all natural resources but will have a closer focus on soil and water, fish and wildlife, forests and rangelands. This class is designed to give students a strong base in the natural life sciences and will facilitate further degrees or work in these areas. (Previously known as NAT 218) **Pre/Co-requisite: NATR 1010*

NATR 2030 INTRODUCTION TO ENVIRONMENTAL ISSUES (3)

This course is an introduction to the basic principles of ecology and the mechanisms by which these principles affect our lives. Attention is focused on the various issues dealing with humans' impact on the environment in rural, urban and wilderness areas. Taught with a combined biological, chemical, and socio-political approach. The course also introduces Native perspectives towards the environment, with cultural and traditional topics relating to the Great Plains. (Previously known as NAT 103 and BIOS 2030)

NATR 2900 SPECIAL TOPICS (1-3)

NATR 2990 INTERNSHIP/PRACTICUM (3)

NURSING (NURA)

NURA 1110 NURSE AIDE (4)

The curriculum is a one course certificate program. The program emphasizes care for all types of patients. Special attention is devoted to the aging process, including identifying the physical and emotional aspects of aging and helping patients to achieve and maintain the optimal level of well-being at any age. This course combines classroom lecture, laboratory and clinical hours. Following completion of training, eligible students may take the competency exams to qualify for State of Nebraska Nurse Aide Registry placement.

PHYSICAL SCIENCE (PHYS)

PHYS 1100 PHYSICAL SCIENCE (3)

A survey course in the physical sciences with emphasis on scientific processes and problem solving. Areas of study will include selected topics in physics, chemistry, astronomy, geology and meteorology. A scheduled laboratory will supplement classroom activities. (Previously known as PHY 110)

PHYS 1104 PHYSICAL SCIENCE LABORATORY (1)

Laboratory course to accompany PHYS 1100. Investigations in physics, chemistry, geology, meteorology, and astronomy. (Previously known as PHY 111) **Co-requisite: PHYS 1100*

PHYS 1200 APPLIED PHYSICS (3)

An introduction to concepts and theories of the physical universe, including motion, electricity, magnetism, light, and the fundamental constituents of matter as applied to the various programs of study. (Previously known as PHY 120) **Prerequisite: MATH 1100 or consent of instructor*

PHYS 1204 APPLIED PHYSICS LABORATORY (1)

Laboratory course to accompany PHYS 1200. Investigations in physics, chemistry, geology, meteorology, and astronomy. Investigates concepts and theories of the physical universe, including motion, electricity, magnetism, light, and the fundamental constituents of matter. (Previously known as PHY 121) **Pre/Co-requisite: PHYS 1200; Prerequisite: MATH 0900 or comparable proficiencies on math placement exam.*

PHYS 1410 ELEMENTARY GENERAL PHYSICS I (5)

Detailed algebra and trigonometry study of one- and two-dimensional motion. Topics will include kinematics, Newton's Laws, energy, momentum, and rotational motion. Additional topics from the areas of oscillations and waves, fluids, and thermal physics may also be covered. *Prerequisite: Trigonometry or equivalent*

PHYS 1420 ELEMENTARY GENERAL PHYSICS II (5)

Detailed algebra and trigonometry continuation of Elementary General Physics I. Topics covered will include electricity, magnetism, and optics. Additional topics from the areas of thermal physics, waves, and modern physics may also be covered. *Prerequisite: Elementary General Physics I or equivalent*

PHYS 2900 SPECIAL TOPICS (1-3) (Previously known as PHY 290)

PHYS 2990 INTERNSHIP/PRACTICUM (3) (Previously known as PHY 299)

PSYCHOLOGY (PSYC)

PSYC 1810 INTRODUCTION TO PSYCHOLOGY (3)

An introduction to the science of behavior and mental processes including the application of critical thinking to the study of learning theory, memory, personality, growth and development, biological and neurological aspects, abnormal behavior, therapies, intelligence, motivation, emotion, sensation, perception, and theoretical perspectives. (Previously known as PSY 110)

PSYC 2000 HUMAN SEXUALITY (3)

This is an introductory level course designed to explore human sexuality issues. Human sexuality encompasses a broad spectrum of human behaviors: biological systems, sexual responsiveness, sexual functioning, and sexual dysfunction. The student will review and discuss current treatment modalities utilized in sexuality issues and dysfunctions. (Previously known as PSY 200)

PSYC 2030 DEVELOPMENTAL PSYCHOLOGY (3)

Students will study human development from conception to death, emphasizing biological, cognitive, emotional, social, and personality development. Scientific approaches for studying developmental psychology will stress the importance of research methodology and research findings across the lifespan. Theories of development and applications to real world problems will provide a context for understanding how humans change during the life-cycle. (Previously known as PSY 203)

Prerequisite: PSYC 1810

PSYC 2500 ABNORMAL PSYCHOLOGY (3)

This course will compare and contrast the Native American and non-Native cultural perspectives regarding abnormal psychology. Both Native American and non-Native concepts of traditional and contemporary views and issues will be explored. The rationale for this course is to facilitate student awareness into the following concepts: myths of mental illness, identification of “abnormal behavior” and other relevant terminology, etiology, diagnosis, symptomatology, treatment strategies, and therapies regarding abnormal psychology. (Previously known as PSY 250) **Prerequisite: PSYC 1810*

PSYC 2900 SPECIAL TOPICS (1-3) (Previously known as PSY 290)

PSYC 2990 INTERNSHIP/PRACTICUM (3)

SOCIOLOGY (SOCI)

SOCI 1010 INTRODUCTION TO SOCIOLOGY (3)

Introduction to the basic principles of sociology, including the study of sociological research, theoretical perspectives, culture, socialization, social structure, social institutions, deviance, social inequalities, stratification, demography, and population. (Previously known as SOC 110)

SOCI 1400 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3)

This course studies the nature of human culture as an adaptive mechanism. The traditional aspects of culture, kinship, social organization technology and their application to modern culture will be emphasized. (Previously known as SOC 140)

SOCI 2880 STATISTICS FOR SOCIAL SCIENCES (3)

This course introduces the student to basic statistical concepts, descriptive statistics, probability, and the basic concepts of research design as they are applied in the social and behavioral sciences. (Previously known as SOC 288) **Prerequisite: MATH 1100 or above*

SOCI 2900 SPECIAL TOPICS (1-3) (Previously known as SOC 290)

SPANISH (SPAN)

SPAN 1010 ELEMENTARY SPANISH I (5)

This is the first introductory course where students begin to learn the fundamentals of Spanish. It stresses comprehension, pronunciation, speaking, listening, reading, writing, and vocabulary. The course includes nouns, adjectives, and present tense as well as a study of Spanish-speaking cultures. This course also allows language learners to experience the cultural diversity of Spanish-speaking countries. Technology is incorporated in this class to enhance language skills. The class emphasizes an interactive, proficiency-oriented approach to learning language and culture.

SPAN 1020 ELEMENTARY SPANISH II (5)

Students continue to focus on the skills begun in Elementary Spanish I. The course covers past tenses and double object pronouns among other grammatical structures. The course allows 21st century language learners to further develop proficiency in Spanish while expanding community connections in and out of the classroom through local and global Spanish-speaking communities. Technology is incorporated to enhance language skills. The class emphasizes an interactive, proficiency-oriented approach to learning language and culture. **Prerequisite: Elementary Spanish I (or by placement exam)*

SPAN 2010 INTERMEDIATE SPANISH I (3)

Third level in the language sequence that builds students' language proficiency by refining receptive and productive skills while encouraging students to compare, contrast, and develop an appreciation of the cultural diversity of Spanish speaking communities. This course builds on previously attained grammar and stresses vocabulary building. It presents the perfect, subjunctive, future, and conditional tenses as well as commands. It is taught primarily in Spanish. Technology is incorporated in this class to enhance language skills. **Prerequisite: Elementary Spanish II (or by placement exam)*

SPAN 2020 INTERMEDIATE SPANISH II (3)

Last course of the four-level language sequence. Provides ample opportunities to develop vocabulary, strengthen the four linguistic skills, and increase awareness and appreciation of contemporary Spanish-speaking local and global communities. Technology is incorporated in this class to enhance language skills. This course continues the grammar review of Intermediate Spanish and introduces literary readings. Classes are conducted in Spanish. **Prerequisite: Intermediate Spanish I (or by placement exam)*

SPEECH (SPCH)

SPCH 1110 PUBLIC SPEAKING (3)

This course will enable students to master the skills required of speaking in today's workplace and society. This course will focus on the organization, preparation, research, and evidence needed for a presentation that is tailored to fit the audience. This course will also enhance the students' active and critical listening skills. (Previously known as SPH 198)

SPCH 2900 SPECIAL TOPICS (1-3) (Previously known as SPH 290)

SPCH 2990 INTERNSHIP/PRACTICUM (3) (Previously known as SPH 299)

WELDING (WELD)

WELD 1010 INTRODUCTION TO WELDING (3)

Designed to provide an understanding of the metallurgy of welding including the skill and or knowledge of making mechanically sound welds with arc and oxyacetylene welding. (Previously known as WLD 100)

NICC FAMILY

Board of Directors

Diane LaPointe, Chairperson, Santee Sioux Nation	Wynema Morris, Vice Chairperson, Omaha Nation
Cheryl Kitto, Member, Santee Sioux Nation	Linda Robinson, Member, Omaha Nation
Danielle LaPointe, Member, Santee Sioux Nation	Mary Lou Mitchell, Member, Omaha Nation

Administration

Michael Oltrogge, PhD, President
Kristine Sudbeck, PhD, Academic Dean
Dawne Price, BS, Dean of Student Services
Justin Kocian, AAS, Information Technology Director
Shona Campbell, BS, Grant Administrator
Marcia Robertson, AA, Financial Aid/Human Resources
Paul Fowler, BSW, Workforce Development Director
Michael Berger, BA, Grant Writer

Faculty

Bad Moccasin III, Sid- Dakota Language Instructor

Rosebud Sioux Tribe

2008 Certificate- Institute on Field Linguistics and Language Documentation, University of California-Santa

Barbara

2003 A.F.A. Two-Dimensional Arts, Institute of American Indian Arts

Bappe, Kari- Adjunct Faculty Member

2007 Ed.S. School Psychology, University of South Dakota

1989 B.S. Criminal Justice Studies

Nebraska Department of Education- Teaching Permit # 2018008306

Endorsement: School Psychologist

Brasch, Stacy- Adjunct Faculty Member

2010 Ed.S. School Administration/ Educational Leadership, Wayne State College

2000 M.S.E. English, Wayne State College

1994 B.A. English and Speech Communication, Wayne State College

Nebraska Department of Education- Administrative Permit # 2010010284

Endorsements: English 7-12, Speech 7-12, Superintendent PK-12, Principal 7-12

Brummels, Ezechiel (Zeke)- General Liberal Arts Division Head

Additional graduate credit hours earned at Wayne State College in English

2011 M.A. History, University of Nebraska- Kearney

2003 B.A. English Writing, University of Nebraska- Kearney

Minor: History

Caramony, Winona (Hawatay)- Omaha Language Instructor

Omaha Tribe of Nebraska and Iowa

2002 Diploma in Omaha Language- Omaha Tribe and Nebraska Indian Community College

Certificate, Paralegal Studies, Nebraska Indian Community College

1979 A.A. Arts and Sciences, Northeast Nebraska Technical Community College

Edwards, Carlton- Native American Studies Division Head

Omaha Tribe of Nebraska and Iowa

2009 M.A. American Indian Studies, University of Arizona

2004 B.A. Native American Studies, The Evergreen State College

Frazier, Misty- Adjunct Faculty Member

Santee Sioux Nation of Nebraska

2006 M.A. Sociology, University of Nebraska-Lincoln

2001 B.S. Human Resources and Family Sciences, University of Nebraska-Lincoln

Minor: Native American Studies

2011 Certificate- Ikceya Oyate Dakota Language Immersion Program, Santee Sioux Nation of Nebraska

2012 Certificate- Level 2 Medicine Wheel Model to Natural Horsemanship

2018 Certificate- Master Trainer for Trauma Informed Partnering for Safety and Permanence Model Approach to

Partnerships in Parenting (TIPS-MAPP)
2018 Certificate- Trainer for “Deciding Together” (Foster Care Curriculum)
2018 Certificate- Trainer for “Caring for Our Own” (Foster Care Curriculum)

Gordon, Bryan James- Language Curriculum Specialist
Ph.D. (all but dissertation) Anthropology and Linguistics, The University of Arizona
2014 M.A. Linguistics, University of Minnesota- Twin Cities
2003 B.S. Mathematics, Mercer University
2003 B.A. German, Mercer University
Minor: Spanish

Hahn, Jacqueline (Jackie)- Early Childhood Education Division Head
Descendent of Santee Sioux Nation
2011 M.A.T. Education, Morningside College
Additional graduate credits earned through Wayne State College
2012 A.A. Native American Studies, Nebraska Indian Community College
2002 B.S. Elementary Education, Morningside College
Nebraska Department of Education- Teaching Permit # 2018013202
Endorsements: Reading and Writing PK-6, Elementary K-6
Iowa Department of Education- Teaching Permit #352691
Endorsements: K-8 Reading, 5-8 Middle School Generalist, K-6 Teacher Elementary Classroom, 5-12 Reading

Hair, Dawn- Adjunct Faculty Member
Additional graduate credits in math and science, University of South Dakota
2013 A.A. Native American Studies, Nebraska Indian Community College
1972 B.S. Zoology, Clemson University

Henke, Leland- Business Division Head
2009 M.S.E. School Administration, Wayne State College
1978 M.S. Business Education, Northern State College
1975 B.A. Business Administration, Dakota Wesleyan University
Minor: Business Education

Hussaini, Qudsia- TA/Tutor
Additional graduate credit hours earned at North Dakota State University
1994 B.S. Biotechnology, North Dakota State University
Minor: Microbiology
1978 B.Ed. Education Science and Math, Osmania University (India)
1976 B.S. Chemistry, Botany, Zoology, Osmania University (India)

Leshner, Christine- Adjunct Faculty Member
2003 M.A. Educational Psychology & Counseling, University of South Dakota
1999 M.A. Secondary Education, University of South Dakota

Lingle, Devin- Adjunct Faculty Member
RN, State of Nebraska- Department of Health and Human Services

Medina, Terry- Adjunct Faculty Member
Santee Sioux Nation of Nebraska
2002 Certificate- Facilitator for Fatherhood is Sacred

Miller, Henry (Hank)- Math & Science Division Head
2009 M.S. Biological Sciences, South Dakota State University
1990 B.A. Education, Wayne State College
Endorsements: Health & Physical Education and Coaching
Minor: Biology
Nebraska Department of Education- Post-Secondary Teaching Permit # 2019006887

Miller, Megan- Adjunct Faculty Member
2017 M.A. Sociology, New Mexico State University
2014 B.S. Sociology and English, Wayne State College
Minor: Art
Nebraska Department of Education- Post-Secondary Teaching Permit #2019001299
Endorsement: Sociology 7-12

Mohlfeld, Kathy- Adjunct Faculty Member

2017 Ed.D. Interdisciplinary Leadership, Creighton University
1996 M.S.W. Social Work, University of Nebraska-Omaha
1991 B.S. Criminal Justice Comprehensive, University of Nebraska-Kearney
Minor: Psychology
LMHP #1881 State of Nebraska- Department of Health and Human Services
CMSW #893 State of Nebraska- Department of Health and Human Services

Morris, Wynema- Adjunct Faculty Member

Omaha Tribe of Nebraska and Iowa

1976 M.A. Teaching of English as a Second Language, Northern Arizona University

Nelson, Dwight- Adjunct Faculty Member

2016 M.E. Teaching and Learning, Midland University
2002 B.A. Physical Education, Dana College
Endorsements: Physical Education (K-12) and Coaching
Nebraska Department of Education- Teaching Permit # 2017003932
Endorsements: Physical Education PK-12

Norton-McDonald, Stephanie- Adjunct Faculty Member

2016 M.S.E. Science Math Education, University of Nebraska-Kearney
2013 M.E. Teaching English to Speakers of Other Languages, Grand Canyon University
2012 B.A. Mathematics- Teacher Certification, Morningside College
Nebraska Department of Education- Teaching Permit # 2017002310
Endorsement: Mathematics 7-12

Page, Patti- Adjunct Faculty Member

2010, M.A. Educational Administration, Wayne State College
Additional graduate credit hours earned at Capella University
2004 M.A. Education, University of Phoenix
1978 B.S. Elementary Education, Rocky Mountain College
1976 B.A. English, Rocky Mountain College
Nebraska Department of Education- Administrative Permit # 2017007750
Endorsements: English as 2nd Lang K-12, Elementary K-6, Principal 7-12

Proctor, Jerome- Business/Entrepreneurship Instructor

2001 M.B.A. Business Administration, City University of Seattle
Emphasis: General
1985 B.A. Business Administration, Washington State University
Emphasis: Marketing

Sherman, Michelle (Chello)- Adjunct Faculty Member

Descendent of Muscogee Nation

2015 M.F.A. Studio Art, Moore College of Art and Design
2013 B.S. Studio Art, Bloomsburg University

Smith, Jennifer (Jenna)- Adjunct Faculty Member

Descendent of Mayan Heritage

2012 M.A. English, University of Nebraska-Omaha
1998 B.S. Education, University of Nebraska-Omaha
Endorsements: Secondary Education, English 7-12, Language Arts 7-12
Nebraska Department of Education- Teaching Permit #2014003354
Endorsements: English 7-12, Language Arts 7-12

Snake, LaVonne- TA/Tutor

Winnebago Tribe of Nebraska

A.S. Indigenous Science- Environment, Little Priest Tribal College
A.S. Indigenous Science- Health, Little Priest Tribal College

Storm, Dusti- Nursing Program Division Head

2004 Certificate in Health Law, Nova Southeastern University
1995 A.A.S. Nursing, Western Iowa Tech Community College
1994 Diploma Practical Nursing (LPN), Western Iowa Tech Community College
RN, State of Nebraska- Department of Health and Human Services

Sudbeck, Kristine- Academic Dean

2016 Ph.D. Educational Studies, University of Nebraska-Lincoln

2012 M.A. Cultural Anthropology, University of Nebraska-Lincoln

Minor: Qualitative and Quantitative Research

2010 B.A. Global Studies and Spanish, Nebraska Wesleyan University

Minor: Sociology and Anthropology

Nebraska Department of Education- Post-Secondary Teaching Permit #2016010347

Endorsements: Education & Training 9-12, Anthropology K-12

Urquidi, Kodi- Carpentry Division Head

2013 A.A.S. Construction, Western Iowa Technical Community College

2013 Certificate- Concrete Specialties, Western Iowa Technical Community College

2013 Certificate- Drywall, Western Iowa Technical Community College

2013 Certificate- Interior Finishing, Western Iowa Technical Community College

2013 Certificate- Wall Framing and Roofing, Western Iowa Technical Community College

Vanis, Lacey- Adjunct Faculty Member

RN, State of Nebraska- Department of Health and Human Services

Weatherman, Dasha- Math/Science Instructor

2014 M.S. Chemistry, University of South Dakota

2006 B.S. Biology, Briar Cliff University

Minor: Chemistry

2003 A.A. Business, Western Iowa Tech Community College

Wegner, Trisha- Adjunct Faculty Member

2010 M.S.E. Counselor Education/ Community Counseling, Wayne State College

2002 B.S. Human Service Counseling, Wayne State College

Minor: Sociology

Widrowicz, Al- Part-time Math Instructor

1989 M.A.T. Mathematics & Statistics, University of Nebraska-Lincoln

1969 B.A. Mathematics, Morningside College

Staff

Debra Coffman- Maintenance Manager (Santee)

Terri Grant-Wabasha, AA- Student Services Advisor (Santee)

Jim Hllum, AS- Extension Program Director (Santee)

Vanessa Hamilton, BA- Accounts Receivable/Student Billing (Macy)

Joe Harlan, BA- Tutor (Macy)

Wanda Henke, MA- Library Director (Santee)

Pri Morris, AA- Alpha II, GED Instructor (Macy)

Troy Munhofen, BS- Registrar (Macy)

Alvin Parker, BS- Student Services Advisor (South Sioux City)

Crystal Ross, AA- Recruitment and Retention Specialist (Macy)

James Schrock, BA- Accounts Contractor (Macy)

Susan Tyndall, AA- Librarian (Macy)

Chris Walker- Maintenance Manager (Macy)

Sandra (Winonah) Wilch, MPA- Vocational Career Counselor (South Sioux City)