

# COLLEGE CATALOG

## 2024-2025 ACADEMIC YEAR



**NEBRASKA INDIAN COMMUNITY COLLEGE**

402-494-2311

844-440-6422 (NICC)

[www.thenicc.edu](http://www.thenicc.edu)

## Table of Contents

<b>PRESIDENT’S WELCOME .....</b>	<b>6</b>
<b>GENERAL INFORMATION.....</b>	<b>9</b>
HISTORY OF THE OMAHA TRIBE OF NEBRASKA AND IOWA.....	9
HISTORY OF THE SANTEE DAKOTA NATION .....	9
HISTORY OF THE COLLEGE .....	11
LOCATIONS .....	11
MISSION.....	12
VISION.....	12
CORE BELIEFS AND VALUES.....	12
THE LOGO .....	15
<b>COLLEGE POLICIES .....</b>	<b>16</b>
STUDENT RIGHTS .....	17
TITLE IX POLICY AND PROCEDURES .....	17
SEXUAL AND GENDER HARASSMENT .....	36
DISCRIMINATION .....	36
SERVICES FOR STUDENTS WITH SPECIAL NEEDS .....	36
SMOKING POLICY .....	37
DRUG-FREE COLLEGE COMMUNITY.....	37
DISCIPLINE .....	37
<i>COLLEGE SANCTIONS</i> .....	37
VIOLENCE-FREE INSTITUTION .....	41
RELEASE OF STUDENT INFORMATION .....	42
<i>CONSUMER INFORMATION</i> .....	42
STUDENT RESPONSIBILITIES .....	42
STUDENT CODE OF CONDUCT.....	43
HONESTY POLICY .....	43
PLAGIARISM.....	43
STUDENT RECORDS MANAGEMENT .....	43
INCIDENT REPORTS .....	44
GRIEVANCES .....	44
<b>ADMISSION INFORMATION AND POLICIES .....</b>	<b>46</b>
ADMISSION POLICY.....	46
ADMISSION PROCEDURES .....	46
MULTIPLE MEASURES PLACEMENT PROGRAM .....	47
INCOMING TRANSFER STUDENTS .....	47
RETURNING STUDENTS.....	47
VETERANS .....	47
CREDIT FOR PRIOR LEARNING .....	48
SPECIAL ADMISSION - HIGH SCHOOL STUDENTS .....	48
NON-DEGREE SEEKING STUDENTS.....	49
<i>AUDIT A COURSE</i> .....	49
<i>COURSE FOR ENRICHMENT</i> .....	49
<i>ADULT EDUCATION</i> .....	49

## **ACADEMIC AFFAIRS .....50**

OFFICE OF THE ACADEMIC DEAN .....	50
FACULTY ADVISING .....	50
COURSE SCHEDULES .....	50
MODALITIES.....	50
GENERAL REGISTRATION PROCEDURE .....	50
CHANGE OF REGISTRATION (DROP/ADD) .....	50
DEGREE PLANNING FORMS .....	51
DEFINITION OF STUDENT STATUS.....	51
CLASSIFICATION OF STUDENTS.....	51
DEFINITION OF CREDITS.....	51
COURSE LOAD.....	51
GRADE POINT AVERAGE (GPA).....	52
GRADING SYSTEM.....	52
OTHER GRADING INFORMATION.....	52
HONORS.....	53
IN PROGRESS (IP) .....	53
VOLUNTARY WITHDRAWAL FROM A COURSE (W).....	54
UNOFFICIAL WITHDRAWAL (UW).....	54
THE GRADE OF "INCOMPLETE" (I) .....	54
LEAVE OF ABSENCE.....	55
CALLED TO ACTIVE DUTY- LEAVE OF ABSENCE .....	56
CHANGE OF GRADE .....	56
REPEATING A COURSE .....	56
CREDIT BY EXAMINATION.....	56
NO SKIP POLICY.....	56
ATTENDANCE POLICY.....	56
TARDINESS POLICY.....	57
ACADEMIC PROGRESS .....	57
STUDENT APPEALS PROCESS .....	59

## **OFFICE OF THE REGISTRAR .....60**

CLASSIFICATION OF COURSES.....	60
COLLEGE TRANSITIONAL COURSES.....	60
GENERAL GRADUATION REQUIREMENTS .....	60
<i>Certificate Requirements</i> .....	61
<i>Degree Requirements</i> .....	61
CREDIT HOUR.....	62
CLASSROOM HOUR.....	62
LABORATORY HOUR .....	62
CLINICAL HOUR.....	62
PRACTICUM HOUR.....	62
COOPERATIVE WORK EXPERIENCE .....	62
INDEPENDENT STUDY.....	62
INTERNSHIPS AND PRACTICA.....	63
SPECIAL TOPICS COURSES.....	63
TRANSCRIPTS .....	63
TRANSFER TO A DIFFERENT COLLEGE OR UNIVERSITY .....	63

## **STUDENT SERVICES .....64**

STUDENT WELCOME AND ORIENTATION TO CAMPUS LIFE .....	64
STUDENT ORGANIZATIONS AND ACTIVITIES.....	64
LIBRARIES.....	66
TECHNOLOGY USE POLICY.....	66
FINANCIAL AID OFFICE .....	68
FINANCIAL AID POLICY AND PROGRAMS.....	68
EDUCATIONAL COSTS AND POLICIES .....	69
FINANCIAL AID APPLICATIONS AND PROCEDURES.....	70
TYPES OF FINANCIAL AID ASSISTANCE.....	70
SATISFACTORY ACADEMIC PROGRESS.....	73
FINANCIAL AID FUNDING LIMIT.....	73
PAYMENT OF FINANCIAL AID AWARDS .....	74
NICC REFUND PROCEDURE .....	74
FINANCIAL AID DISBURSEMENT PROCEDURE.....	74
RETURN TO TITLE IV (R2T4) .....	74
<b>BUSINESS OFFICE .....</b>	<b>76</b>
PAYMENT PLANS.....	76
<b>CERTIFICATE AND DEGREE REQUIREMENTS .....</b>	<b>77</b>
T.R.I.B.A.L. ATTRIBUTE SYSTEM .....	77
<i>T - Tribal Culture .....</i>	<i>78</i>
<i>R – Reciprocal Communication.....</i>	<i>79</i>
<i>I – Innovation and Technology.....</i>	<i>80</i>
<i>B – Balance: Body, Mind, &amp; Spirit .....</i>	<i>81</i>
<i>A – Analytic Skills &amp; Research .....</i>	<i>82</i>
<i>L – Lifelong Learning Skills.....</i>	<i>83</i>
GENERAL EDUCATION CORE COURSES .....	84
PROGRAMS OF STUDY.....	85
BUSINESS DIVISION.....	86
CERTIFICATE IN BUSINESS ADMINISTRATION.....	86
CERTIFICATE IN ENTREPRENEURSHIP .....	86
ASSOCIATE OF ARTS - BUSINESS.....	86
BACHELOR OF ARTS- BUSINESS ADMINISTRATION AND TRIBAL NATION BUILDING.....	87
EDUCATION DIVISION .....	89
CERTIFICATE IN CHILD DEVELOPMENT ASSOCIATE (CDA)- INFANT AND TODDLER.....	89
CERTIFICATE IN CHILD DEVELOPMENT ASSOCIATE (CDA)- PRESCHOOL.....	89
CERTIFICATE IN TEACHING INDIGENOUS LEARNERS .....	89
ASSOCIATE OF ARTS - EARLY CHILDHOOD EDUCATION.....	90
ASSOCIATE OF ARTS -PARAEDUCATOR/PRE-TEACHER EDUCATION .....	90
LIBERAL ARTS DIVISION.....	91
ASSOCIATE OF ARTS - GENERAL LIBERAL ARTS.....	91
HUMAN SERVICES DIVISION .....	91
CERTIFICATE IN ALCOHOL & DRUG COUNSELING.....	91
CERTIFICATE IN COMMUNITY COUNSELING.....	91
ASSOCIATE OF ARTS – HUMAN SERVICES.....	92
NATIVE AMERICAN STUDIES DIVISION.....	93
CERTIFICATE- NATIVE AMERICAN HISTORY AND TRADITIONAL CULTURE .....	93
CERTIFICATE IN CONTEMPORARY TRIBAL LEADERSHIP.....	94
ASSOCIATE OF ARTS - NATIVE AMERICAN STUDIES.....	94

<i>BACHELOR OF ARTS- BUSINESS ADMINISTRATION AND TRIBAL NATION BUILDING.....</i>	<i>95</i>
SCIENCE DIVISION .....	95
<i>CERTIFICATE IN PRE-NURSING LEVEL I.....</i>	<i>95</i>
<i>CERTIFICATE IN PRE-NURSING LEVEL II.....</i>	<i>95</i>
<i>ASSOCIATE OF SCIENCE - GENERAL SCIENCE STUDIES.....</i>	<i>96</i>
SKILLED AND TECHNICAL SCIENCES DIVISION .....	96
<i>CERTIFICATE IN CARPENTRY .....</i>	<i>96</i>
<i>ASSOCIATE OF APPLIED SCIENCE - CARPENTRY .....</i>	<i>97</i>

## **COURSE DESCRIPTIONS .....98**

ACCOUNTING (ACCT) .....	98
AGRICULTURE (AGRI) .....	98
ART (ARTS) .....	98
AUTOMOTIVE (AUTO) .....	99
BIOLOGY (BIOS).....	99
BUSINESS (BSAD) .....	101
CHEMISTRY (CHEM) .....	103
CARPENTRY (CNST) .....	104
CRIMINAL JUSTICE (CRIM) .....	106
EARLY CHILDHOOD EDUCATION (ECED) .....	106
ECONOMICS (ECON) .....	109
EDUCATION (EDUC) .....	109
ENGLISH (ENGL) .....	111
ENTREPRENEURSHIP (ENTR) .....	112
GEOGRAPHY (GEOG).....	113
HISTORY (HIST).....	113
HEALTH, PHYSICAL EDUCATION, AND RECREATION (HLTH).....	114
HUMAN SERVICES COUNSELING (HMSV).....	115
INFORMATION TECHNOLOGY (INFO).....	117
INDIGENOUS ENVIRONMENTAL HEALTH (IEVH) .....	119
INDUSTRIAL TECHNOLOGY (ITEC) .....	120
MATHEMATICS (MATH) .....	120
MUSIC (MUSC).....	122
NATIVE AMERICAN STUDIES (NASP) .....	122
NATURAL RESOURCES/ENVIRONMENTAL SCIENCES (NATR) .....	127
NURSING (NURA) .....	127
PHYSICAL SCIENCE (PHYS) .....	128
POLITICAL SCIENCE (POLS) .....	129
PSYCHOLOGY (PSYC) .....	129
SOCIOLOGY (SOCI) .....	130
SPANISH (SPAN) .....	130
SPEECH (SPCH) .....	131
THEATRE (THEA) .....	131
WELDING (WELD) .....	132
NICC FAMILY .....	133
<i>Board of Directors.....</i>	<i>133</i>
<i>Administration.....</i>	<i>133</i>
<i>Faculty .....</i>	<i>133</i>
<i>Staff .....</i>	<i>144</i>

## **PRESIDENT'S WELCOME**

Welcome to the Nebraska Indian Community College and to the 2024-2025 Academic Year! Thank you for choosing NICC!!!

The foundations that the college were established on are to provide access to higher educational opportunities; preserve and revitalize the Umonhon and Dakota languages, cultures, histories, and values; and, to increase the economic opportunities for our people. The college still holds these values today. The college is pleased to be able to continue our \$1 per credit tuition waiver program through the 2024-2025 Academic Year. The college does not include any additional fees based on tuition, we include your text or course materials, and a laptop for those of you whom are degree seeking enrolled at least half time. We also have emergency aid programs created to assist you if you have difficulty in connecting with the internet.

Please tell your friends and family about NICC's courses and degrees. The only way we can continue to offer this incredible tuition offering is with your support. We need to have you, your family and your friends to continue to support NICC. The best way to do this is to enroll in the degree program that will fit you most. As long as we have continued support, you have my word that I will continue to support the \$1 per credit program.

The college continues to serve record enrollments and we thank each and every one of you for choosing NICC as your higher education provider. Our dedicated faculty and staff work hard to ensure that your educational needs are met. If for any reason you are experiencing difficulty, please reach out to your student or faculty advisors for assistance. We look forward to meeting your educational needs. If you should need any additional information from me please contact me at (402) 960-5176, or through [moltrogge@thenicc.edu](mailto:moltrogge@thenicc.edu).


Wibthaho<sup>n</sup> - Pidamayedo - Thank you.

Sincerely,



Michael P. Oltrogge, Ph.D.  
President  
Nebraska Indian Community College

**ACADEMIC CALENDAR**  
*2024-25 Calendar*  
 (All dates are subject to change)

<div>  <b>NICC's 2024-2025 Academic Calendar</b> </div>			
<i>Omaha (Umo<sup>ho</sup>n)</i> <b>Month</b> <i>Dakota (Iyapi)</i>			
<i>To<sup>ga</sup>-xtho<sup>n</sup></i> <b>Fall Term 2024</b> <i>Ptanyetu</i>		<b>Date</b>	<b>Calendar Item</b>
	<i>To<sup>ga</sup>-xtho<sup>n</sup></i> <b>August</b> <i>Wasutuŋ Wi</i>		12 Fall Academic/Financial Appeals Due 13-15 Fall Student Orientation (In-Person) 21 Fall Student Orientation (Virtual) 19 Last Day for Transfer Student Applications 22-25 UmoNhoN Powwow- NICC Offices Closed 26 First day of Fall Term
	<i>Táxti Mo<sup>nó</sup>ai-khe</i> <b>September</b> <i>Wayuksapi Wi</i>		2 Labor Day- NICC offices closed 4 Last Day to Drop/Add; Educational Access Team Fall Faculty Release deadline 6 Census Date
	<i>Táxti Kigthíghthoni-khe</i> <b>October</b> <i>Caŋwapakasna Wi</i>		14 Indigenous Peoples Day-NICC Offices Closed 14-18 Midterm Week 25 Midterm Grades Due
	<i>Táxti Hé Baxó<sup>ni</sup>-khe</i> <b>November</b> <i>Taheça pśuŋ Wi</i>		1 Spring Registration Begins 4 Applications Open for Graduation 11 Veterans Day- NICC Offices Closed 15 Faculty Spring Textbook Orders Due 28-29 Thanksgiving Break- NICC Offices Closed
	<i>Wasábe Zhi<sup>ga</sup> ídai-khe</i> <b>December</b> <i>Caŋkapopa Wi</i>		9-13 Fall Term Finals Week 13 Fall Student Showcase 13 Summer Incomplete Grade Changes Due 18 Fall Incomplete Contracts Due/ Fall Incomplete Contracts Due 12/23 Holiday Closedown-NICC Offices Closed - 1/3



## NICC's 2024-2025 Academic Calendar

*Omaha (Umo<sup>ho</sup>)*

**Month**

**Date**

**Calendar Item**

*Dakota (Iyapi)*

<b>Mépaho<sup>ga</sup></b> <b>Spring Term 2025</b> <b>Wetu</b>	<b>Hó<sup>ga</sup> Umú<sup>bthi</sup><sup>i</sup>-khe</b> <b>January</b> <b>Wí<sup>ehi</sup> Wi</b>	12/23 - 1/3 Holiday Closedown-NICC Offices Closed 6 Registration for Spring Term Continues 6 Spring Academic/Financial Appeals Due 6 Last Day for Transfer Student Applications 8 Spring Student Orientation (Virtual) 13 First day of Spring Term 20 Martin Luther King Jr. Day- NICC Offices Closed 22 Last Day to Drop/Add; Educational Access Team Spring Faculty Release Deadline 27 Census Date
	<b>Mí<sup>x</sup>a Tonga Agthí<sup>i</sup>-khe</b> <b>February</b> <b>Wí<sup>çata</sup> Wi</b>	3 Graduation Applications Due 17 Native Pride Day- NICC Offices Closed
	<b>Pénishka Mí Etái-khe</b> <b>March</b> <b>I<sup>st</sup>awí<sup>çayazan</sup> Wi</b>	3-7 Midterm Week 8-12 AIHEC Student Conference (Rapid City, SD) 10-14 Spring Break- No Classes/ NICC Offices Open 14 Midterm Grades Due
	<b>Mí Eáton Thinge-khe</b> <b>April</b> <b>Ma<sup>ga</sup> okada Wi</b>	7 Summer Registration Begins 14 Faculty Summer Textbook Orders Due 18-21 Spring Recess- NICC offices closed
	<b>Mí wáai-khe</b> <b>May</b> <b>Wo<sup>zupi</sup> Wi</b>	5 Fall Registration Begins 5-9 Spring Finals Week 9 Spring Student Showcase 9 Fall Incomplete Grade Changes Due 14 Spring Final Grades Due/ Spring Incomplete Contracts Due 17 Commencement Ceremony (South Sioux City) 19 Summer Academic/Financial Appeals Due 20 Last Day for Transfer Student Applications 21 Summer Student Orientation (Virtual) 26 Memorial Day-NICC Offices Closed 27 First Day of Summer Term 30 Umo <sup>ho</sup> Observance of Memorial Day (No Classes) 30 Last Day to Add/Drop; Educational Access Team Summer Faculty Release Deadline
<b>Mo<sup>shté</sup></b> <b>Summer Term 2025</b> <b>Bdoketu</b>	<b>Ténuga Mí<sup>ga</sup> Unái-khe</b> <b>June</b> <b>Wa<sup>zusteça</sup>a Wi</b>	2 Census Date TBD Isanti Powwow
	<b>Té Hutho<sup>i</sup>-khe</b> <b>July</b> <b>Ca<sup>n</sup>pa<sup>sa</sup> Wi</b>	4 US Independence Day- NICC Offices Closed 2-3 Summer Term Finals 3 Summer Student Showcase 3 Spring Incomplete Grade Changes Due 11 Summer Term Grades Due/ Summer Incomplete Contracts Due 11 Faculty Fall Textbook Orders Due

## **GENERAL INFORMATION**

### **HISTORY OF THE OMAHA TRIBE OF NEBRASKA AND IOWA**

The Omaha Tribe originated because of a division within the Dhegiha-Siouan Peoples in the early 1500s. They had lived together near the junction of the Ohio and Wabash Rivers, near present-day Cincinnati, Ohio. Migrating westward, the Dhegiha People (who became the Quapaw, Osage, Kaw, Omaha, and Ponca Peoples), settled at the mouth of the Missouri River on the northern edge of present-day St. Louis, Missouri. The people split up and those that became the Quapaw (Downstream) People 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, Bellevue, and Papillion, Nebraska and probably several other locations up and down the river. Every eight to fifteen years they moved their villages 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. led to the first signing of a treaty with the United States government. Additional treaties were attempted but not ratified until the disastrous Treaty of 1854. This Treaty forced the Omahas into their own "long walk" from the Papillion and Bellevue areas to the present day location in far northeastern area of what is now Macy, Nebraska in May of 1855.

The tribe today consists of some 7,000 enrolled members with approximately 3,500 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 12,958.77 acres in Trust and 6,224.66 acres in fee. 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 19<sup>th</sup> 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 Isanti Community School District and the Nebraska Indian

Community College provide education.

The Santee Sioux Nation is governed by an eight-member tribal council. Members are elected for a 4-year term. Terms are staggered to ensure continuity. The Nation contracts many of the services provided to its members under the authority of PL 93-638.

### **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 initial 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 1986, initial accreditation was granted. In 1994, NICC was designated by federal legislation as a land grant institution. The NCA dissolved in 2014, and accreditation then transferred under the Higher Learning Commission (HLC) under which accreditation remains.

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.

### **LOCATIONS**

<b>MACY</b>	<b>SANTEE</b>	<b>SOUTH SIOUX CITY</b>
P.O. Box 428 1111 Hwy. 75 Macy, NE 68039 Fax 402-837-4183	415 North River Rd. Niobrara, NE 68760 Fax 402-857-2543	2605 1/2 Dakota Ave. South Sioux City, NE 68776 Fax 402-494-6195

## MISSION



*NICC students at graduation after receiving their feathers pictured next to NICC's Mission Statement, "The Nebraska Indian Community College provides quality higher education and lifelong educational opportunities for Umo<sup>ho</sup> (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<sup>ho</sup> (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<sup>ho</sup> and Isanti cultures throughout the college environment, including but not limited to: history, Umo<sup>ho</sup> 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<sup>h</sup>o<sup>n</sup> (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 <sup>h</sup> o <sup>n</sup> Core Value	Literal English Translation	NICC English Core Value	Literal English Translation	Dakota Core Value
o <sup>n</sup> wo <sup>n</sup> ghe see thay no <sup>n</sup>  o <sup>n</sup> wó <sup>n</sup> gisithe nó <sup>n</sup>	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 <sup>n</sup> u <sup>n</sup> spe khuwápi čhokáta énažin
wee <sup>n</sup> kay xte wí <sup>n</sup> k <sup>h</sup> e xti	telling the real truth	<i>honesty</i>	truth, sincerity	wó <sup>n</sup> wičakhe
ou kgee kga <sup>n</sup>  ukíko <sup>n</sup>	helping each other	<i>loyalty</i>	stay with one other	wónakičiziŋ
geo <sup>n</sup> thah bah zhe  kió <sup>n</sup> tha bazhi	staying by each other / not abandoning one another			
ou shkou da <sup>n</sup>  úshko <sup>n</sup> údo <sup>n</sup>	good ways	<i>generosity</i>	to place something or somebody within your heart	wačhąptohnake
ou thou dom bay uthúdo <sup>n</sup> be	consideration / restraint / thoughtfulness	<i>humility</i>	to humble oneself	wo <sup>n</sup> únšic'iye
o <sup>n</sup> thay ee yay  ó <sup>n</sup> the iye	speaking softly			
thah 'ay kee thah  tha'é kitha	being kind to each other			
wah no <sup>n</sup> day hee day  wanó <sup>n</sup> dehide	showing concern for others	<i>compassion</i>	to be compassionate	wó <sup>n</sup> u <sup>n</sup> šida
thah 'ay wah thay	kindness / pity			

tha'é wathe				
ay kee ga <sup>n</sup> ék <sup>h</sup> igo <sup>n</sup>	alike	<i>equality</i>	alike, working together for same goal	iyúha ówaŋžina na'úŋžipi
ee hou thay íhuthé	getting permission in the right way	<i>respect</i>	respectful or polite	wóyu'onihan
ghe g'thee yay zhou bah kighíezhuba	self-respect		self-respect	íhdu'onihan
o <sup>n</sup> xte ó <sup>n</sup> xti	honored / important	<i>honor</i>	to honor somebody by words of praise	wayu'onihan
ou thou nah zhe uthúno <sup>n</sup> zhi <sup>n</sup>	to depend on somebody	<i>trust</i>	trusting someone	wáchínyanpi
ay thay éthe	kin	<i>kinship</i>	family group	wótakuye
wah zhee <sup>n</sup> skah wazhí <sup>n</sup> ska	wise / mindful	<i>wisdom</i>	wisdom	wōksape
Wah kgo <sup>n</sup> dah wah thah ha <sup>n</sup> no <sup>n</sup>  Wakó <sup>n</sup> da wathaho <sup>n</sup> nó <sup>n</sup>	prayerful	<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 Ghegtha (Thió'ba Gighé/ Joseph Harlan) authorized these translations into Umó'ho<sup>n</sup> on Friday the 20<sup>th</sup> and Monday the 23<sup>rd</sup> of April 2018. It was decided to make the list of values Umó'ho<sup>n</sup>-centric by putting the core values in Umó'ho<sup>n</sup> first and including some of the most important values from the Elders' teachings. Each Umó'ho<sup>n</sup> 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 Umó'ho<sup>n</sup>-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 Binah Gordon assisted with documentation.

## INSTITUTIONAL ACCREDITATION AND ASSOCIATIONS

NICC is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), an institutional accreditation agency recognized by the U.S. Department of Education. 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).

## 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.



*NICC employees, students, and community members attending a Tribal Nation Building Seminar hosted by Native Nations Institute in April 2024.*

## **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](http://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.

## **TITLE IX POLICY AND PROCEDURES**

### **Policy:**

Nebraska Indian Community College (NICC) will address all incidents of sex discrimination and sexual harassment reported to the NICC Title IX Coordinator and/or their designee(s) in compliance with the Higher Education Opportunity Act, the Clery Act, and Title IX of the Education Amendments of 1972, as amended.

### **Purpose:**

This policy is directed towards any person affiliated with the College, any person physically located on the premises of the College, any person participating in any College program or activity, or any person conducting college business with regards to college policies and procedures regarding sex discrimination and sexual harassment to which all above named groups are expected to adhere to during their time at NICC. In addition, comprehensive information is provided regarding the reporting of sex discrimination and sexual harassment and avenues to seek immediate assistance.

### **Procedure:**

NICC seeks to create a positive educational environment on and off campus through our academic programs, services, activities, policies and procedures aimed at providing protection against sex discrimination and harassment. To that end, NICC condemns sexual discrimination and harassment in its education programs and activities based on sex or gender, sexual orientation, gender identity or

expression, sexual harassment, sexual violence, domestic violence, dating violence, and stalking. Please see Sexual Harassment and Discrimination Policy of the College Catalog. Notice of a sex discrimination or sexual harassment incident to the NICC Title IX Coordinator charges NICC with actual knowledge and triggers NICC's response obligations as described in the institutional action section.

### **Scope of the Policy**

NICC must respond when sex discrimination and harassment occurs in the school's education program or activity, against a person in the United States. Education program or activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the discrimination or harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. Title IX applies to all of a school's education programs or activities, whether such programs or activities occur on-campus or off-campus, including online instruction.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the contact information listed for the Title IX Coordinator and/or their designee(s).

Individuals are responsible for immediately reporting any knowledge or information concerning sexual harassment to the NICC Title IX Coordinator or their designee(s) identified in this policy which covers unwelcome conduct of a sexual or gender-based nature, whether committed on-campus, or off-campus where NICC has control over the respondent or the context of the harassment.

NICC offers confidential counseling resources through Morningstar Counseling and encourages victims of sexual issues to work with a counselor.

- **Morningstar Counseling Counselors** are required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication."
- **Morningstar Counseling Employees** may talk to a victim in confidence, and generally only report to NICC that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger a College investigation into an incident against the complainant's wishes.
- **NICC Employees** are required to report all the details of an incident (including the identities of both the complainant and respondent) to the Title IX Coordinator. A report to NICC employees (called "responsible employees") constitutes a report to NICC and places NICC on notice to take appropriate steps to address the situation.

Compliance with this policy does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA). For the purpose of this policy, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex discrimination or sexual harassment offense and any sanction that is imposed against the respondent. This policy also applies to retaliation by NICC or any person against any other person for the purpose of interfering with Title IX rights, or because the person has participated or refused to participate in any manner in a proceeding under Title IX that is prohibited.

### Assistance Following an Incident of Sexual Harassment

- Immediate Assistance:  
Persons who have complaints of sexual harassment may file their complaints with the Title IX Coordinator:

Title IX Coordinator	Phone	Email	Location
Anthony Warrior	402-241-5943	SanAWarrior@thenicc.edu	Santee Campus

Victims of sexual violence should get to a place of safety and call 911 or their nearest police department:

Campus	Police Contacts
Macy, NE	<ul style="list-style-type: none"><li>• Omaha Nation Police Department 402-837-5906</li><li>• Thurston County Sheriff's Office 402-385-3018</li><li>• Walthill Police Department 402-846-5685</li><li>• Winnebago Police Department/BIA 402-878-2245</li></ul>
Santee, NE	<ul style="list-style-type: none"><li>• Santee Police Department 402-857-2527</li><li>• Knox County Sheriff's Office 402-288-4261</li><li>• Niobrara Police Department 402-857-2772</li><li>• Yankton (SD) City Police Department 605-668-5210</li></ul>
South Sioux City, NE	<ul style="list-style-type: none"><li>• South Sioux City (NE) Police Department 402-494-7512</li><li>• Dakota County Sheriff's Office 402-987-2188</li><li>• Dakota City (NE) Police Department 402-987-2182</li><li>• Vermillion (SD) Police Department 605-677-7070</li><li>• Sioux City (IA) Police Department 712-279-6440</li><li>• North Sioux City (SD) Police Department 605-232-4301</li></ul>

*\*Note\* These contacts are also helpful for witnesses.*

Obtain necessary medical treatment; time is a critical factor for evidence collection and preservation. An assault should be reported directly to a law enforcement officer, and college officials will aid in facilitating this process. Filing a police report will not obligate the complainant to prosecute, nor will it subject the reporting party to scrutiny or judgmental opinions from officers. Filing a police report will ensure that a complainant of sexual violence receives the necessary medical treatment and tests, at no expense to the complainant to the extent provided for by Nebraska law, and provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later.

- Ongoing Assistance:  
In order to ensure the safety and well-being of the complainant, NICC may take interim measures such as changing work schedules, academic schedules, addressing transportation issues, withdraw from/retake a class without penalty, and access academic support (e.g., tutoring), leaves of absence, campus escort services, or similar measures. In addition, while an investigation is pending NICC may initiate a "no contact order" between the parties that carries a sanction of expulsion if violated.

**Morningstar Counseling** (<https://www.morningstar-counseling.com/>) provides free counseling services to all NICC students. They have offices in the following locations:

Macy, NE (on campus)	Santee, NE	Walthill, NE
1111 Hwy 75	110 Visiting Eagle St.	104 S. Cosetello

Telehealth and online services are available for all NICC students and employees free of charge.

Contact Dr. Belinda Hinojos at 402-417-3884 or [dr.hinojos@morningstar-counseling.com](mailto:dr.hinojos@morningstar-counseling.com) to set up an appointment, or use their website: (<https://www.morningstar-counseling.com/schedule-appointment>).

Campus	Local Support Services
Macy, NE	<p>Winnebago Tribe Domestic Violence Program Michelle Anderson, Director, <a href="mailto:Michelle.Andersen@winnebago-tribe.com">Michelle.Andersen@winnebago-tribe.com</a></p> <p>Omaha Tribe Domestic Violence Program John Penn, Director of Omaha Tribe Family Services, <a href="mailto:john.penn@theomahatribe.com">john.penn@theomahatribe.com</a></p>
Santee, NE	<p>H.E.A.R.T program DTSU (SAFE HOUSE)</p> <p>Ponca Tribe Domestic Violence Program - Andrea Rodriguez, Director, <a href="mailto:arodriguez@poncatribe-ne.org">arodriguez@poncatribe-ne.org</a></p> <p>Santee Sioux Nation Domestic Violence Program - Danielle LaPointe, Director of Santee's Social Services Program (the domestic violence program is under this department, <a href="mailto:danlapointe7@gmail.com">danlapointe7@gmail.com</a>) - Dakota Tiwahe Service Unit- 402-857-2342</p>
South Sioux City, NE	<p>Ponca Tribe Domestic Violence Resources 712-258-0500 <a href="https://www.poncatribe-ne.org/services/domestic-violence/">https://www.poncatribe-ne.org/services/domestic-violence/</a></p> <p>Council on Sexual Assault for Woodbury County 712-635-5244 - Contact: Lisa M. Greely</p> <p>Bright Horizons, <a href="https://brighthorizonsne.org/">https://brighthorizonsne.org/</a> Haven House, <a href="https://havenhousefsc.com/">https://havenhousefsc.com/</a> CSADV, <a href="http://safeplacesiouxland.org">safeplacesiouxland.org</a></p> <p>Council on Sexual Assault and Domestic Violence Legal Aid of Nebraska- Native American Program - Contact: Kirby Williams (Domestic Violence Outreach Coordinator) - 209 S. 19<sup>th</sup> Street, Suite 200 Omaha, NE 68102 - 402-348-1069 ext. 269 or 888-991-9921 ext. 269</p>
<b>Nebraska</b>	
<ul style="list-style-type: none"> <li>Nebraska Coalition to End Sexual and Domestic Violence 402-476-6256 <a href="http://www.nebraskacoalition.org">www.nebraskacoalition.org</a></li> </ul>	
<b>National Resources</b>	

- National Domestic Violence Hotline - 1-800-799-7233 (SAFE)
- Rape, Abuse & Incest National Network Hotline - 1-800-656-4673 (HOPE)
- Communication Services for the Deaf (TTY) - 1-800-252-1017 (TTY)
- Communication Services for the Deaf (Voice) - 1-866-845-7445 (Voice)
- Strong Hearts Native Helpline 1-844-7NATIVE (762-8483)
- Love is Respect (call or text) 1-866-331-9474

### **Title IX Coordinator and Staff**

- *Title IX Coordinator* has primary responsibility for overseeing the process of coordinating NICC's compliance efforts, receiving complaints, investigations, hearing, sanctions, appeals, and education and training associated with this policy. To file a complaint or submit questions concerning actions governed by this policy contact the Title IX Coordinator, Anthony Warrior (Human Resources Director).

<b>Title IX Coordinator</b>	<b>Phone</b>	<b>Email</b>	<b>Location</b>
Anthony Warrior	402-241-5943	SanAWarrior@thenicc.edu	Santee Campus

- *Deputy Title IX Officers* have the secondary responsibility and assist in the duties of the Title IX Coordinator. Deputy Title IX Officers include Dr. Kristine Sudbeck (Dean of Academic Affairs) and Dawne Price (Dean of Student Services).

<b>Deputy Title IX Officers</b>	<b>Phone</b>	<b>Email</b>	<b>Location</b>
Dr. Kristine Sudbeck	402-241-5900	KSudbeck@thenicc.edu	Macy Campus
Dawne Price	402-241-5908	DPrice@thenicc.edu	Macy Campus

- *Title IX Investigators* may include but not be limited to NICC faculty and staff members who serve on the Title IX Team (with at least two trained members at each campus location). The primary responsibility of the investigator is to collect statements and any evidence directly related to any allegations of a Title IX policy violation as directed by the Title IX Coordinator. Investigators will receive appropriate Title IX and trauma informed training.
- *Title IX Hearing Officer* may include an NICC administrator or external legal counsel. The primary responsibility of the hearing officer will be to ensure both parties receive due process in the event allegations of a Title IX policy violation are directed to a hearing by the Title IX Coordinator. Hearing Officers will receive appropriate Title IX and trauma informed training.
- *Title IX Hearing Member* may include NICC faculty or staff members. The primary responsibility of the hearing member is to listen to both sides of the complaint. Each hearing member will evaluate the information being provided by both parties to make a decision whether or not a Title IX policy violation took place. Hearing members will receive appropriate Title IX training.

### **Definitions**

NICC defines sex discrimination and sexual harassment broadly to include any of three types of misconduct on the basis of sex (or gender), all of which jeopardize the equal access to education that Title IX is designed to protect: Any instance of quid pro quo harassment by a school's employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against

Women Act (VAWA).

Offenses prohibited under NICC's policy include, but are not limited to sex discrimination (including sexual orientation discrimination and gender identity or gender expression discrimination), sexual harassment, sexual violence to include non-consensual sexual contact, non-consensual sexual intercourse, sexual coercion, domestic/dating violence, stalking, and sexual exploitation.

- A. *Sex Discrimination*: includes sexual harassment and is defined as conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education, or institutional benefits, on account of sex or gender (including sexual orientation, gender identity, and gender expression discrimination). It may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- B. *Sexual Harassment*: is unwelcome and discriminatory speech or conduct undertaken because of an individual's gender or is sexual in nature and is so severe, pervasive, or persistent, objectively and subjectively offensive that it has the systematic effect of unreasonably interfering with or depriving someone of educational, institutional, or employment access, benefits, activities, or opportunities. Students, employees, and visitors who are subject to or who witness unwelcome conduct of a sexual nature are encouraged to report the incident(s) to the Title IX Coordinator or any NICC employee. Employees who are subject to unwelcome conduct of a sexual nature are encouraged to report the incident(s) to the Title IX Coordinator or any NICC employee. Employees who witness or receive reports of unwelcome conduct of a sexual nature are required to report the incident(s) or reports received to the Title IX Coordinator.
  1. *Hostile Environment*: Sexual Harassment includes conduct that is sufficiently severe, pervasive, or persistent, objectively and subjectively offensive that it alters the conditions of education or employment or institutional benefits of a reasonable person with the same characteristics of the victim of the harassing conduct. Whether conduct is harassing is based upon examining a totality of circumstances, including but not limited to:
    - The frequency of the conduct;
    - The nature and severity of the conduct;
    - Whether the conduct was physically threatening;
    - Whether the conduct was deliberate, repeated humiliation based upon sex;
    - The effect of the conduct on the alleged victim's mental or emotional state from the perspective of a reasonable person;
    - Whether the conduct was directed at more than one person;
    - Whether the conduct arose in the context of other discriminatory conduct;
    - Continued or repeated verbal abuse of a sexual nature, such as gratuitous suggestive comments and sexually explicit jokes; and
    - Whether the speech or conduct deserves constitutional protections.
  2. *Quid Pro Quo Sexual Harassment* exists when individuals in positions of authority over the complainant:
    - Make unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
    - Indicate, explicitly or implicitly, that failure to submit to or the rejection of such conduct will result in adverse educational or employment action or where participation in an educational program or institutional activity or benefit is conditioned upon the complainant's submission to such activity.

*Examples of Harassment:*

- An instructor insists that a student have sex with him/her in exchange for a good grade. This is harassment regardless of whether the student agrees to the request.
- A student repeatedly sends sexually oriented jokes around in an email list he or she created, even when asked to stop, causing one recipient to avoid the sender on campus and in the dorms in which they both live.
- The instructor probes for explicit details, and demands that students respond to him or her, though they are clearly uncomfortable and hesitant.
- An ex-girlfriend widely spreads false stories about her sex life with her former boyfriend to his clear discomfort.

C. *Sexual Violence* refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (*e.g.*, due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties.

1. *Non-Consensual Sexual Contact* is any intentional touching, however slight, whether clothed or unclothed, of the victim's intimate body parts (primarily genital area, groin, inner thigh, buttock or breast) with any object or body part, without consent and/or by force. It also includes the touching of any part of a victim's body using the perpetrator's genitalia and/or forcing the victim to touch the intimate areas of the perpetrator or any contact in a sexual manner even if not involving contact of or by breasts, buttocks, groin, genitals, mouth or other orifice. This definition includes sexual battery and sexual misconduct.
2. *Non-Consensual Sexual Intercourse* is defined as any sexual intercourse or penetration of the anal, oral, vaginal, genital opening of the victim, including sexual intercourse or penetration by any part of a person's body or by the use of an object, however slight, by one person to another without consent or against the victim's will. This definition includes rape and sexual assault, sexual misconduct, and sexual violence.
  - a) *Rape*: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This definition includes any gender of victim or perpetrator. Sexual penetration means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person. This definition also includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.
3. *Sexual Coercion* is the act of using pressure (including physical pressure, verbal pressure or emotional pressure), alcohol, medications, drugs, or force to have sexual contact against someone's will or with someone who has already refused. This includes rape, sexual assault, sexual exploitation and sexual misconduct.
4. *Dating Violence* is violence between individuals in the following circumstances:  
The party is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - The existence of such a relationship shall be determined based on a consideration of the following factors:
  - Length of the relationship

- Type of relationship
  - Frequency of interaction between the persons involved in the relationship
5. *Domestic Violence* under NICC policy means violence committed by a current or former spouse of the victim;
- A person with whom the victim shares a child in common;
  - A person who is cohabitating with or has cohabitated with the victim as a spouse;
  - A person similarly situated to a spouse of the victim under Nebraska domestic or family violence laws;
  - Any other person against an adult or youth victim who is protected from that person's acts under Nebraska domestic or family violence laws.
- D. *Advisor*: A person who has agreed to assist a complainant or respondent during the Title IX process. The advisor may be a person of the student's choosing, including but not limited to a NICC faculty or staff member, a friend or an attorney.
- E. *Complainant*: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- F. *Respondent*: an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination or sexual harassment.
- G. *Formal Complaint*: a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and stating the date, time, place, name(s) of person(s) involved (e.g. the accused, witnesses) and sufficient detail to make a determination regarding basic elements of the formal complaint process.
- a. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed.
- H. *Supportive Measures* - individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

## Consent

*Consent* is the act of willingly agreeing to engage in sexual contact or conduct. Individuals who consent to sex must be able to understand what they are doing. Under this policy, "No" always means "No," and the absence of "No" may not mean "Yes".

- A. Consent is informed, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable permission regarding the conditions of sexual activity.
- B. Consent to one form of sexual activity cannot imply consent to other forms of sexual activity.
- C. Previous relationships or consent does not imply consent to future sexual acts.

- D. Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity.
- E. In order to give effective consent, one must be of legal age and have the capacity to consent. Incapacity may result from mental disability, intellectual disability, unconsciousness/sleep, age, or use of alcohol, drugs, medication, and/or other substances. Consent given by someone who one should know to be, or based on the circumstances, reasonably should have known to be, mentally or physically incapacitated, is a policy violation. Incapacitation is a state where someone cannot make rational, reasonable decisions because he or she lacks capacity to give knowing consent. Note: indications of consent are irrelevant if the initiator knows or should reasonably have known of the incapacity of the other person.

Examples of when a person should know the other is incapacitated include, but are not limited to:

- The amount of alcohol, medication or drugs consumed,
- Imbalance or stumbling,
- Slurred speech,
- Lack of consciousness or inability to control bodily functions or movements, or vomiting, or
- Mental disability or incapacity.

- F. Use of alcohol, medications, or other drugs will not excuse behavior that violates this policy.

## **Reporting**

### *A. Mandatory Reporting*

All NICC employees are responsible for taking all appropriate action to prevent sex discrimination or sexual harassment, to correct it when it occurs, and must promptly report it to the Title IX Coordinator. Failure to do so may result in disciplinary action up to and including termination. All NICC employees are considered responsible employees with a duty to report any incident to the Title IX Coordinator.

### *B. Confidential Reporting*

The right to have the college maintain and protect: records of conduct, financial information, counseling, or reports, and shall not discuss in any manner off or on the job with any person without legitimate interest or credential. Outside agencies will only be contacted in cases of emergency or with release by the person involved. Resources are available through Morningstar Counseling. Staff, counselors, and victims' advocates at Morningstar Counseling are available to speak with any person who wishes to report an incident and remain anonymous. All forms of sexual harassment should be reported, no matter the severity. In addition, NICC should be made aware of possible threats to the campus community in order to issue timely warnings.

### *C. Reporting to the Police*

NICC strongly encourages anyone to report sexual violence and any other criminal offenses to the police. This does not commit a person to prosecution but will allow the gathering of information and evidence. The information and evidence preserve future options regarding criminal prosecution, College disciplinary actions and/or civil actions against the respondent.

- The incident can be reported to the local law enforcement with jurisdiction in the location where it occurred. Know that the information you report can be helpful in supporting other reports and/or preventing further incidents

<i>Campus</i>	<i>Police Contacts</i>
Macy, NE	<ul style="list-style-type: none"> <li>• Omaha Nation Police Department 402-837-5906</li> <li>• Thurston County Sheriff's Office 402-385-3018</li> <li>• Walthill Police Department 402-846-5685</li> <li>• Winnebago Police Department/BIA 402-878-2245</li> </ul>
Santee, NE	<ul style="list-style-type: none"> <li>• Santee Police Department 402-857-2527</li> <li>• Knox County Sheriff's Office 402-288-4261</li> <li>• Niobrara Police Department 402-857-2772</li> <li>• Yankton (SD) City Police Department 605-668-5210</li> </ul>
South Sioux City, NE	<ul style="list-style-type: none"> <li>• South Sioux City (NE) Police Department 402-494-7512</li> <li>• Dakota County Sheriff's Office 402-987-2188</li> <li>• Dakota City (NE) Police Department 402-987-2182</li> <li>• Vermillion (SD) Police Department 605-677-7070</li> <li>• Sioux City (IA) Police Department 712-279-6440</li> <li>• North Sioux City (SD) Police Department 605-232-4301</li> </ul>

- Reporting for Faculty and Staff (Non-Student) Instances: Faculty and staff shall report any instances of sexual harassment by another faculty or staff member to the Title IX Coordinator. As stated above, NICC also strongly encourages reporting any instances to the police.
- Employee Obligation to Report (Student Instances): In compliance with Title IX, employees who become aware of a student instance of sexual harassment shall immediately report such instance to the Title IX Coordinator, including the name of the persons involved.

*D. Reporting of Student Instances*

Students shall report any instances of sex discrimination or sexual harassment to any NICC employee and/or the Title IX Coordinator. A complaint should be filed as soon as possible. If either the complainant or the respondent is a student, the incident will be addressed through the Title IX process. The report can be made in person, by phone, mail, or email using the contact information listed for the Title IX Coordinator or by any other means that results in the Coordinator receiving the report. The report can be made any time, even during non-business hours.

After receiving a report or notice of an incident, the Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. A complainant's wishes with respect to whether the NICC investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

NICC will promptly take necessary steps to protect the complainant and ensure safety as necessary, including taking interim steps before the final outcome of any investigation once a report or knowledge of sex discrimination or sexual harassment has occurred. Periodic updates on the status of

the investigation will be provided to the complainant. If the school determines that the sexual violence occurred, NICC will continue to take these steps to protect the complainant and ensure his or her safety, as necessary. NICC will provide the complainant with any available resources, such as victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, legal assistance, and assistance in reporting a crime to local law enforcement.

### **Written Notice of Complaint**

Upon receipt of a formal complaint, NICC will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. Written notice includes:

- a. Notice of the grievance process, including any informal resolution process;
- b. Notice of the allegations, including sufficient detail (i.e., names of known parties, the conduct alleged to be sexual harassment, and the date and location of the conduct, if known) to allow the respondent to prepare a response;
- c. A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process;
- d. Notice of the parties' right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence; and
- e. Notice that knowingly making false statements or providing false information in the grievance process is a violation of the code of conduct and subject to disciplinary action.

### **Investigation**

The Title IX Coordinator will make a determination to begin a formal investigation of sex discrimination or a sexual harassment incident which will lead to an institutional action. The coordinator will be available to explain to both parties the process and to notify in writing of the receipt of a complaint and the actions NICC will take. The burden of gathering evidence and burden of proof must remain on NICC, not on the parties.

An investigation will be conducted by a NICC Title IX official. This investigation will include:

- Meeting personally with the complainant, (unless extraordinary circumstances prevent a personal meeting),
- Meeting personally with the respondent, (unless extraordinary circumstances prevent a personal meeting),
- Presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made,
- Collecting any physical evidence,
- Meeting personally with any witnesses, (unless extraordinary circumstances prevent a personal meeting with one or more witnesses), and
- Reviewing any documentary evidence.

The investigation of complaints will be adequate, reliable and impartial. The investigation process can take up to 60 days. When investigating a complaint and throughout the complaint process, NICC must: (1) ensure that the burden of proof and of gathering evidence rests on NICC rather than the parties; (2) provide an equal opportunity for the parties to present witnesses and evidence (3) not restrict either party's ability to discuss the allegations or gather and present evidence; (4) provide the parties with the same opportunities to have others present during interviews or related proceedings, including an advisor; (5) provide, to a party who is invited or expected to attend, written notice of the date, time, participants, purpose, and location of any investigative interview, hearing or other meeting with enough time to allow the party to prepare and participate; (6) provide both parties and their advisors an equal opportunity to review all evidence directly related to the allegations in the formal

complaint (both exculpatory and inculpatory) at least 10 days prior to the completion of the final investigation; and (7) prepare a written investigation report that fairly summarizes the relevant evidence and provide the report to both parties and their advisors for review and written response at least 10 days before a hearing or determination of responsibility. NICC will determine if a Title IX hearing is necessary.

If it is determined that NICC will proceed with a hearing, the complainant and the respondent will be notified in writing of the hearing date.

### **Mandatory or Permissive Dismissal**

*Mandatory Dismissal* must occur when determined in the course of the investigation that allegation in a formal complaint: (1) does not impact anyone who currently participates with NICC's program(s) or activities; (2) did not constitute sexual harassment as defined; and (3) did not occur against a person within the US. Both parties must receive written notice of a mandatory dismissal and reasons.

*Permissive Dismissal* may occur at any time during the investigation or hearing when: (1) a complainant notifies the Title IX Coordinator in writing that they would like to withdraw; or (2) the respondent is no longer enrolled or employed by NICC; or (3) specific circumstances prevent NICC from gathering evidence sufficient to reach a determination. Both parties must receive written notice of a permissive dismissal and reasons.

NICC may still address allegations of misconduct under the Student Code of Conduct.

### **Institutional Action**

- A. *Mediation* is a method of informal resolution. Informal resolutions are prohibited unless a formal complaint of sexual harassment is filed. Mediation may include conflict resolution or a restorative agreement between the parties with a trained Title IX Officer presiding over the mediation. Participation in mediation is not mandatory but will only take place with the consent of both parties involved. Mediation may only be used:
1. Prior to a Notice of hearing being issued;
  2. When a trained Title IX Officer determines this is a suitable option for resolving the concern, and both the Complainant and Respondent agree to use the process;
  3. When the complaint does not involve sexual violence as defined in the Title IX Policy.
  4. When both parties acknowledge receipt of written notice of their rights under this policy and both parties provide written, voluntary consent.
  5. Mediation is not available when the complaint alleges a NICC employee harassed a student.

Because the outcomes of voluntary resolution conversations are mutually developed and agreed upon by parties involved, an appeal of the process and its result is not permitted. However, either the Complainant or the Respondent may terminate mediation at any time prior to the entry of a voluntary resolution and proceed with the Title IX hearing. If the parties are unable to agree on a voluntary resolution, the matter will be referred by the Title IX Coordinator to a Title IX Hearing. No offers to resolve the conflict that were made or discussed during the informal voluntary resolution process may be introduced during the Title IX Hearing.

B. *Title IX Hearing*

The Title IX Coordinator will determine if a hearing is necessary; mediation is never appropriate in sexual violence cases. If it is determined that NICC will proceed with a hearing, the complainant and the respondent will be notified in writing of the hearing date, the alleged policy violation and issued a notice to appear at the hearing. The written notice will be hand delivered directly to the student(s) or mailed to the local address as filed in the

student information system (Empower). Students are responsible for providing and maintaining a current local address in Empower.

The hearing members shall include at least one trauma trained individual in sex discrimination or sexual harassment adjudication to include a trained Title IX Officer as the hearing officer and three members of faculty and staff as hearing members. The selection of the hearing members will be made by the Title IX Coordinator. Criteria for the hearing committee will include: 1) have received all appropriate training, 2) not a current instructor of either party involved, 3) have no previous substantive or direct knowledge of the incident, and 4) have no other perceived conflict of interest as determined by interview process with the Title IX Coordinator.

Description of the duties of the Title IX Hearing Members will include but not limited to the following:

- Read and understand the Title IX Policy and Procedures, which include the hearing process.
- Read and understand all of the information of the Title IX case provided by the Coordinator prior to the hearing as part of a hearing packet.
- Read and understand the procedures of the Title IX hearing provided by the Coordinator prior to the hearing as part of a hearing packet.
- Have a clear understanding of the incident in question before going into deliberations for a decision.
- Decide the outcome (majority vote) and sanctions if needed based on the information presented, hearing notes, and the NICC Title IX Policy.
- Provide copies of notes, if made, to the hearing officer. The hearing officer will inform the parties of the decision at the hearing and send a letter as described in this policy.

**Complainant's Rights:**

- Be given a written explanation of the allegations and the hearing process;
- Have access to evidentiary material in advance of the hearing;
- Be present during the entire hearing;
- Be accompanied by an advisor during the hearing. The advisor is limited to advising the student and may not present the case, or make statements during the proceedings. Students must provide NICC with the name and contact information for the student's advisor as soon as practical but at least three (3) days prior to the hearing (if the advisor is an attorney, NICC's attorney will also be present for the hearing);
- Be given a timely hearing;
- Exclude evidence of the victim's past sexual history from discussion during the hearing. The past sexual history of the victim with persons other than the respondent shall be presumed irrelevant;
- Clarifying that evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual harassment;
- Written notification of the outcome of the hearing including any sanctions; remedies/accommodations for the complainant; additional remedies for the school community;
- Written notification of any external counseling services that may be available;
- Written notification of options for changing academic, living, transportation, and work site situations if reasonable;
- Written notification of an avenue for appeal.

Respondent's Rights:

- Be given written notice of the allegations and the hearing process ;
- Have access to evidentiary material in advance of the hearing;
- Be present during the entire hearing;
- Have no violation presumed until found responsible;
- Be given a timely hearing;
- Be accompanied by an advisor during the hearing. The advisor is limited to advising the student and may not present the case, or make statements during the proceedings. Students must provide NICC with the name and contact information for the student's advisor as soon as practical but at least three (3) days prior to the hearing (if the advisor is an attorney, NICC's attorney will also be present for the hearing);
- Written notification of the outcome of the hearing including any sanctions; remedies/accommodations for the complainant; additional remedies for the school community;
- Written notification of any external counseling services that may be available;
- Written notification of options for changing academic, living, transportation, and work site situations, if reasonable;
- Written notification of an avenue for appeal.

The hearing will include opening statements, each party's evidence and witnesses, and closing statements. Students are permitted to be present during the disciplinary hearing (except during deliberations of the panel). Students are permitted to make statements, present witnesses and present evidence during the hearing which has been previously collected and approved during the investigation process. Witnesses and evidence need to be directly related to the incident. The standard of proof used in NICC Title IX Hearings is the preponderance of the evidence, which means the determination to be made, is whether it is more likely than not a violation occurred. This is significantly different than proof beyond a reasonable doubt, which is required for a criminal prosecution. In-person hearings are preferred, but videoconference hearings may be conducted if the hearing officer determines that the health, safety and welfare of all participants is better served by the alternate meeting mode.

## Outcome

If it is determined under the preponderance of evidence standard (more likely than not to have occurred) that the respondent is not responsible for a Sex Discrimination or Sexual Harassment policy violation the complaint will be dismissed.

If it is determined under the preponderance of evidence standard (more likely than not to have occurred) that the respondent is responsible for a Sexual Harassment policy violation the following sanctions will be considered. The listing of sanctions below is not intended to be exclusive; in addition, sanctions may be imposed singularly or in combination when a violation of this policy is found.

Sexual Discrimination (includes gender discrimination) may include the following sanctions of the student(s) found responsible.

- *Restriction* – A limitation on a student's privileges for a period of time and may include but not be limited to the denial of the use of facilities or access to parts of campus, denial of the right to represent NICC, or denial of participation in extracurricular activities.
- *Service Project* – Community service or an education class or project beneficial to the individual and campus or community.

- *Probation Level I* – A specified period of time during which the student is placed on formal notice that he/she is not in good social standing with NICC and that further violations of regulations will subject him/her to suspension or expulsion from the NICC.
- *Suspension* – If warranted by the severity of the incident, exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from NICC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Dean of Student Affairs. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to NICC's normal withdrawal policy.
- *Expulsion* – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to NICC's normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Sexual Harassment may include the following sanctions on the student(s) found responsible.

- *Restriction* – A limitation on a student's privileges for a period of time and may include but not be limited to the denial of the use of facilities or access to parts of campus, denial of the right to represent NICC.
- *Service Project* – Community service or an education class or project beneficial to the individual and campus or community.
- *Behavioral Change Requirement* – Required activities including but not limited to, seeking academic counseling, substance abuse assessment, decision making class, writing a reflection paper, etc.
- *Probation Level II* – Adds to Level I the stipulation that students are prohibited from participating in any extracurricular activities not directly associated with academics (e.g., intramural sports, attending athletic events, student organizations/clubs/associations, leadership positions within housing or other organizations). Students must apply to get off Conduct Probation Level II by submitting documentation of their significant proactive efforts to become good citizens of the community and engage in responsible, productive behavior.
- *Suspension* – If warranted by the severity of the incident, exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from NICC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Dean of Student Affairs. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to NICC's normal withdrawal policy.
- *Expulsion* – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to NICC's normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Sexual Violence may include the following sanction on the student(s) found responsible.

- Expulsion – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to NICC's normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Both parties will be notified of the outcome in writing by certified mail or other agreed upon form of notice within five business days after the hearing at the same time. Both parties have the right to appeal the decision reached through the hearing proceedings within five days after the hearing.

### **Appeal Procedures**

An appeal is not a new hearing but is a review of the record of the original hearing. It serves as a procedural safeguard for the student. The burden of proof shifts from NICC to the student(s) found responsible for the policy violation. The student must show one or more of the listed grounds for an appeal.

- A. Appeals must be submitted in writing to the President within five (5) working/school days of receiving the decision. Failure to file an appeal within the prescribed time constitutes a waiver of any right to an appeal.
- B. The appeal must cite at least one of the following criteria as the reason for appeal and include supporting argument(s):
  1. The original hearing was not conducted in conformity with prescribed procedures and substantial prejudice to the complainant or the respondent resulted.
  2. The evidence presented at the previous hearing was not "sufficient" to justify a decision against the student or group.
  3. New evidence which could have substantially affected the outcome of the hearing has been discovered since the hearing. The evidence must not have been available at the time of the original hearing. Failure to present information that was available is not grounds for an appeal.
  4. The sanction is not appropriate for the violation. This provision is intended to be utilized when a determined sanction is inherently inconsistent with NICC procedures or precedent. Simple dissatisfaction with a sanction is not grounds for overturning a sanction under this provision.
- C. The President will review the record of the original hearing, including documentary evidence. It is the President's discretion to convert any sanction imposed to a lesser sanction, to rescind any previous sanction, or to return a recommended sanction to the original hearing committee for review/or reconsideration. If there is new evidence (unavailable at the time of the hearing through no fault of the parties) which is believed to substantially affect the outcome, or evidence presented at the previous hearing(s) was "insufficient" to justify a decision against the student or group, or a finding that a substantial procedural error resulting in prejudice occurred, the matter may be remanded to either a rehearing of the entire matter or reconsideration of specific issues. If remanded to the original hearing committee, either or both students may appeal the committee's decision to the President and the procedures set out above shall control the appeal.
- D. The final decision will be communicated in writing by the President to the appealing student(s). The decision will be communicated within ten (10) working/school days of receiving the written recommendation. Both parties will be notified of the final outcome of the appeal.

- E. The decision of the President on appeal shall be final.

### **NICC Officers and Designees**

The designation of a NICC official responsible for prescribed actions shall automatically include the official's designee in instances where an official is unable, unavailable or has concluded that the official may have a conflict of interest that causes the official to recuse from involvement in the matter. The official's designee shall have the same authority as the official in matters involving this policy.

### **Recordkeeping Protocol**

NICC will document all reports and complaints of sex discrimination and provide copies of those reports to the Title IX Coordinator. NICC Title IX Office will maintain a secured electronic file system of all Title IX cases, reports, and complaints by academic year. The cases will include all information related to the individual case, which includes but is not limited to the initial complaint, letters sent to all parties, response from the respondent, immediate assistance, investigation notes, mediation agreement if applicable, notice of a hearing, committee selection, hearing notes, hearing decision, written notice of the outcome, and any recordings made of the hearing or in the course of the investigation. The time period to maintain the case records will be no less than seven (7) years from the date of NICC's final action or decision (whether through report of the investigation, mediation, or hearing). The confidential reporting of the number of incidents and types will be sent to the Title IX Team for the preparation of the Annual Security Report.

### **Prevention and Education**

#### *Education*

NICC requires all employees to take the following educational- training courses on an annual basis. Employees may be required to be recertified on demand. Failure to have a certification of this required training may result in appropriate disciplinary action. Additional in-person trainings are also offered periodically and on request.

#### *A. Bystander Intervention*

If you witness a policy violation, or behaviors that may lead to a policy violation, there are a variety of things you can do as a bystander:

- Divert the intended victim (e.g. "help me out of here; I don't feel well")
- Distract the perpetrator (e.g. "looks like your car is being towed")
- Delegate to a person of authority (e.g. if at a nightclub let the bartender/bouncer know of the situation)
- Direct, confront the perpetrator (e.g. "don't speak to him/her in that manner; you are going to get yourself into trouble")

#### *B. Risk Reduction Tips*

Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to blame victims, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you reduce your risk of experiencing a non-consensual sexual act.

- Make your limits known as early as possible.
- Be aware of your alcohol intake. Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends or colleagues and ask that they take care of you.

#### *C. Potential Aggressor*

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you reduce your risk for being accused of sexual misconduct:

- Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
- Understand and respect personal boundaries.
- DON'T MAKE ASSUMPTIONS about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go; or about whether they are physically and/or mentally able to consent.
- If there are any questions or ambiguity, then you DO NOT have consent.

Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. You must respect the timeline for sexual behaviors with which they are comfortable.

- Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.
- Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size.
- Don't abuse that power. Understand that consent to one form of sexual behavior does not automatically imply consent to other forms of sexual behavior.
- Silence and passivity cannot be interpreted as an indication of consent.
- Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

## **Training**

Training on sexual misconduct: discrimination, harassment, and violence is included in NICC's education program.

In-person training for student groups and students will be conducted through a variety of presentations, student orientation, and other meetings. In-person training for Active Bystander Intervention skills may include: On-going campus campaigns and information at a variety of events concerning the policy and appropriate behaviors, including Bystander Intervention. Informational website and brochures devoted to educating students will be presented at prevention workshops. When in-person training is neither practical nor safe, alternative modes of training shall be utilized.

Mandatory training for employees will be provided through in-person training on sexual misconduct: discrimination, harassment, and violence and mandatory reporting through new employee orientations and other periodic training opportunities and upon request. In-person training for Active Bystander Intervention skills may include: ongoing campus campaigns and information at a variety of events, concerning the policy and appropriate behaviors, including Bystander Intervention. Informational website and brochures devoted to educating employees.

## **Retaliation**

The Federal civil rights laws, including Title IX, make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. This means that if an individual brings concerns about possible civil rights problems to a school's attention, including publicly opposing sexual harassment or filing a sexual harassment complaint with the school or any State or Federal agency, it is unlawful for the school to retaliate against that individual for doing so. It is also unlawful to retaliate against an individual because he or she testified, or participated in any manner, in an OCR or school's investigation or proceeding. Therefore, if a student, parent, teacher, sponsor coach, or other individual complains formally or informally about sexual harassment or

participates in an OCR or school's investigation or proceedings related to sexual harassment, the school is prohibited from retaliating (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual's complaint or participation. Individuals who, apart from official associations with NICC, engage in retaliatory activities will also be subject to NICC's policies insofar as they are applicable to third party actions.

NICC will take steps to prevent retaliation against a student who filed a complaint either on his or her own behalf or on behalf of another student, or against those who provided information as witnesses. Complaints of retaliation will follow the same process of investigation, hearing, and appeal.

If it is determined under the preponderance of evidentiary standard (more likely than not to have occurred) that a student is responsible for retaliation the following sanction will be imposed.

- *Suspension* – Exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from NICC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Dean of Student Affairs. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student's record. Any refund of tuition or fees will be subject to NICC's normal withdrawal policy.

### **Free Speech and Academic Freedom**

Members of the NICC community enjoy significant free speech protections guaranteed by the First Amendment of the United States Constitution. This policy is intended to protect members of the NICC community from discrimination and is not designed to regulate protected speech. No provision of this policy shall be interpreted to prohibit conduct that is legitimately related to course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic or literary expression of students in classrooms and public forums. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.

### **Availability of other Complaint Procedures**

In addition to seeking criminal charges through local law enforcement, members of the NICC community may also file complaints with the following entities regardless of whether they choose to file a complaint under this procedure:

Office for Civil Rights  
400 Maryland Avenue, SW  
Washington, D.C. 20202-1100  
Customer Service Hotline: (800) 421-3481  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

Office of Civil Rights:  
Kansas City Field Office: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov), (816) 268-0550;  
Washington D.C.: [OCR@ed.gov](mailto:OCR@ed.gov) 1-800-421-3481

Equal Employment Opportunity Commission:  
Oklahoma City Field Office: 1-800-669-4000;  
Washington D.C.: 1-800-669-4000, [Eeoc.gov/contact/](http://Eeoc.gov/contact/)

## **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.

## **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](#) can be found later in this document.

### **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.

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/IIN 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/IIN 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:

Rosecrance Jackson Centers (several locations in the same area) 800 5th St., Sioux City, IA. 51101 (main office) 1-800-472-9018 Substance Abuse, Mental Health	Ponca Tribe of Nebraska Behavioral Health Services <a href="http://www.poncatribene.org/Offices">http://www.poncatribene.org/Offices</a> 125 6th St., Sioux City, IA 51101 712-258-0500 Behavioral Health
Transitional Services of Iowa	Winnebago Tribe Behavioral Health

<a href="http://www.transitionalservicesofiowa.org/contact_us.html">http://www.transitionalservicesofiowa.org/contact_us.html</a> 1221 Pierce St., Sioux City, IA 51105 712-255-0204 Mental Health, Behavioral Health	<a href="http://www.winnebagoohhs.com/services/behavioral_health.html">http://www.winnebagoohhs.com/services/behavioral_health.html</a> 225 Bluff St., Winnebago, NE 68071 402-878-2911 Behavioral Health
Chee Woy Na Zhee Halfway House 203 Maple St., Winnebago, NE 68071 402-878-2480 Substance Abuse	Omaha Suicide Prevention Resource Center <a href="http://www.sprc.org/grantees/omaha-tribe-nebraska">http://www.sprc.org/grantees/omaha-tribe-nebraska</a> 312 Main St., Macy, NE 86039 402-846-5280 Mental Health
Chee Ponca Tribe Health/Wellness <a href="http://www.poncatrib-ne.org/">http://www.poncatrib-ne.org/</a> 249 Spruce Ave., Niobrara, NE 68760 402-857-3341 Substance Abuse	LIMPH System of Care Indian Center <a href="http://www.societyofcare.org">www.societyofcare.org</a> Niobrara, NE (402) 857-2508 x304 Mental Health
H. E.A.R.T. Santee Clinic <a href="mailto:Rez.sez.cl@gmail.com">Rez.sez.cl@gmail.com</a> 110 South Visiting Eagle St. Niobrara, NE 402-857-2508	

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  
Rosecrance Jackson Centers ~ 1-800-472-9018

### **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.

Personal safety tips:

- Always be alert and aware of the people around you.
- Be aware of locations and situations which would make you appear vulnerable to crime, such as alleys and dark parking lots.
- Always lock your car doors after entering or leaving your vehicle.
- Park in well-lighted areas.
- Have your car keys in your hand so you don't have to linger before entering your car.
- Never leave your purse or wallet in plain view or in common accessible areas.
- Don't leave cash or valuables at the office or at your study location unattended.
- Have a personal safety plan (know your capabilities and limits)

- Program local police department in your phone

### **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.

Our student enrollment data is located at <http://nces.ed.gov/ipeds/cool>. The Campus Security Report is also posted virtually at: [Campus Security Report \(thenicc.edu\)](http://www.thenicc.edu/campus-security-report), as well as on each campus site. More information regarding Consumer Information is located at <http://www.thenicc.edu/index.php/en/current-students/consumer-information-2>.

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 into 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](http://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.

*\*Note\** If the student has exhausted all resources at NICC, a complaint can be filed with the Nebraska Coordinating Commission for Postsecondary Education at <https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions> .

## **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.

Requirements for admission to the Bachelor of Arts in Business Administration and Tribal Nation Building are as follows:

1. Successful completion or in the last semester of Associate degree in Business (with emphasis in Business Administration) or Associate degree in Native American Studies (with emphasis in Contemporary Tribal Leadership).
2. Transfer students must meet all program pre-requisites before being accepted into the B.A. Business Administration and Tribal Nation Building degree program.
3. Students must have a CGPA of 2.0 upon entry into the BA program.

### **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
- 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](http://www.fafsa.ed.gov).

#### **Unofficial vs. Official Transcripts**

Official transcripts are documents that are produced by a registrar's office and must be ordered according to the instructions on the Official Transcript page of the institution. Whether issued as secure .pdf documents or printed on tamper proof security paper, official transcripts are important to third parties so that they can be assured of authenticity and content accuracy. These either need to be from an official third-party servicer or from a registrar's office with a signature. If this is for High School or GED, the completion date must be noted on the transcript, or it will not be considered as a completed program as stated in the admissions procedures of NICC.

Unofficial transcripts are available to current students via self-service from the Student Information

System. They are a means by which students may review their academic record and are generated in portrait format.

### **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 or transmitted via official transcript global network by previously attended institutions. Official paper transcripts can be mailed to PO Box 428, Macy, NE 68039. Evaluation of transfer credits will be assessed from these officially received transcripts. 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 Division Head. Consideration will be given to coursework 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 participates in TES (Transfer Evaluation System), which documents course equivalencies between participating institutions of higher education.

### **RETURNING STUDENTS**

Over one year of inactivity, a returning student will re-enter using the current Catalog and its degree requirements. If a student wishes to remain on the former Catalog and degree requirements of which they entered, they can appeal to the Division Head and/or Academic Dean. There may be courses taken over 10 years ago that need approval for consideration for degree requirements in current Catalog. These will be assessed through consultation with the Registrar, Division Head, and Academic Dean.

### **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.

In accordance with Section 103 of the Veterans Benefits and Transition Act of 2018, NICC does not impose any penalty including late fees, denial of access to classes, libraries or other institutional facilities for students using their VA Educational Benefit Chapter 31, Vocational Rehabilitation, or Chapter 33, Post 9/11 GI Bill®. In addition, NICC does not require these students to borrow additional funds to cover the student's inability to meet their financial obligation due to a delay in disbursement of funds from the U.S. Department of Veterans Affairs.

A veteran and/or eligible person must make satisfactory progress toward an approved educational

objective leading to employment. Veteran and/or eligible person Standard of Progress will be determined utilizing the Satisfactory Academic Progress policy as listed in the college catalog consisting of overall grade point average, pace, program length, maximum time for completion, attendance and/or conduct.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

### **CREDIT FOR PRIOR LEARNING**

To apply for *Credit for Prior Learning*, the applicant must be accepted for admission to a degree program at NICC. Students requesting Credit for Prior Learning must complete an application and supply supportive documents such as competency reports, proficiency certificates, or training records. Credit granted for Prior Learning and Examination or any combination of Prior Learning and Examination may be awarded up to limits established by each Division of the College but not exceeding one-third (1/3) of the total credit hours required for a program award. The application must be submitted for evaluation to the Office of the Registrar. Upon successful completion of the evaluation, the Registrar will record credit on the student's transcript. Courses in which credit is granted for prior learning will be recorded on the transcript with a "PL" grade and will not be included in calculating a student's grade-point average. If the student disagrees with the evaluation of their credit for prior learning, they may appeal to the College's Scholastic and Appeals Committee. Credit granted for prior learning is subject to evaluation by other institutions and may not be accepted for transfer credit. Examples for prior learning may include:

- Non-credit opportunities at NICC (skill development in the trades)
- Council for Professional Recognition (CDA trainings for ECED)
- Current certification/licensure (First Aid/CPR, CNA, Med Aide)
- AP courses taken in high school (AP Test Scores)

### **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.



NICC's Crystal Ross and Yasmeen Sandoval at a recruitment event at Macy Campus.

## 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. Audit students must complete the full admissions process. 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 registrar and financial aid offices of both institutions.**

### *ADULT EDUCATION*

**Adult Education** students who have not yet completed their high school diploma or GED are encouraged to participate in NICC’s GED program. There is a restricted number of courses eligible for Adult Education students to enroll:

<i>Remedial Course Work</i>	<i>Languages</i>	<i>Wellness</i>
<ul style="list-style-type: none"> <li>• CHEM 0900</li> <li>• CHEM 0904</li> <li>• ENGL 0900</li> <li>• INFO 0900</li> <li>• MATH 0904</li> </ul>	<ul style="list-style-type: none"> <li>• NASP 1410</li> <li>• NASP 1420</li> <li>• NASP 1510</li> <li>• NASP 1520</li> <li>• NASP 2430</li> <li>• NASP 2440</li> <li>• NASP 2530</li> <li>• NASP 2540</li> <li>• SPAN 1010</li> <li>• SPAN 1020</li> <li>• SPAN 2010</li> <li>• SPAN 2020</li> </ul>	<ul style="list-style-type: none"> <li>• HLTH 1020</li> <li>• HLTH 1040</li> <li>• HLTH 1041</li> <li>• HLTH 1042</li> <li>• HLTH 1043</li> <li>• HLTH 1044</li> <li>• HLTH 1047</li> <li>• AGRI 1048</li> </ul>

This course work will not be eligible for Title IV funding at NICC.

## 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

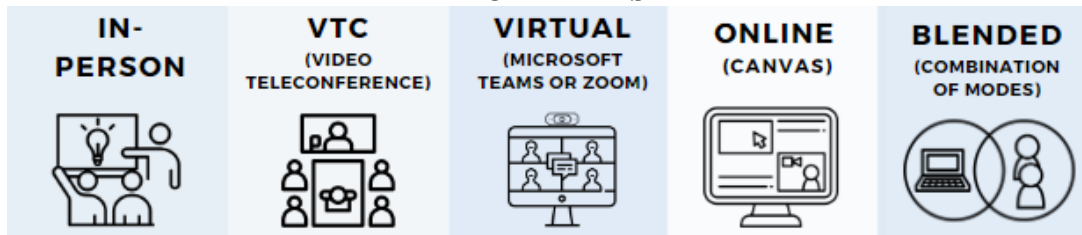
Faculty Advisors serve to help the student understand the requirements for degrees and specific programs of study, as well as, opportunities for internships, application of degree programs to careers, and transfer advising. The Faculty Advisor may request a student to provide unofficial college transcripts 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.

### MODALITIES



Pictured above, NICC's course modalities including: In-Person, VTC (Video teleconferencing), Virtual (Microsoft Teams or Zoom), Online (Canvas), and Blended (Combination of modes).

### 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

Student Status	Credits
Full-time student	Students enrolled in 12 credits or more
Part-time student	Students enrolled in 11 credits or less
<i>Part-time students are further defined as:</i>	
Three quarter- time	9-11 credits
Half-time student	6-8 credits
Less than half-time	1-5 credits

### CLASSIFICATION OF STUDENTS

Classification	Definition	GPA Requirement
Freshman	A student who has successfully completed 0 to 15 credits	GPA Required 1.5
Freshman 2	A student who has successfully completed 16 to 30 credits	GPA required 1.75
Sophomore	A student who has successfully completed 31 or more credits toward graduation	GPA required 2.0
Junior	A student who has successfully completed 61 to 90 credits toward graduation in a bachelor degree program	GPA required 2.0
Senior	A student who has successfully completed 91 or more credits toward graduation in a bachelor degree program	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 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-	Master Understanding	80-82	2.67
C+		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)



2023 Graduating Class in Santee

### ***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. Instructors have the right to approve or deny a request for incomplete. To be eligible for an incomplete, students must have completed at least 50% of their coursework, and submit an official incomplete request form to the instructor.

The Instructor will make a list of the required work that needs to be completed and the date that the work needs to be submitted to be eligible for the changed grade. (All incomplete grades must be resolved by the end of the following semester.)

The "incomplete contracts" must be signed by the student, instructor, and academic dean, and submitted to Registrar's Office. The "I" will be posted to the student's record upon completion of the contract and its submission to the Registrar. These contracts must be signed and submitted within 10 days of the last day of the term. The grade of "I" will be changed to the earned grade as designated by the instructor on the incomplete contract. Students carrying "I" grades in good academic standing will be eligible for traditional financial aid release dates in the following term. Students carrying "I" grades in probation or warning standing will not be eligible until satisfactory academic progress (SAP) can be determined with the changed grades.

#### **Scenario one:**

##### **Pace and GPA**

<b>Requesting Term</b>	<b>Second Term</b>	<b>Third Term</b>
Student in <u>good standing</u> : <ul style="list-style-type: none"><li>• Applies for an incomplete</li></ul>	Student on warning: <ul style="list-style-type: none"><li>• Carrying an incomplete</li><li>• Financial aid will be disbursed on schedule.</li></ul>	Student on suspension: <ul style="list-style-type: none"><li>• All "I's" changed to failing.</li></ul> Student returned to Good standing: <ul style="list-style-type: none"><li>• All "I's" changed to passing.</li></ul>

**Scenario two:  
Pace and GPA**

Requesting Term	Second Term	Third Term
Student on warning or probation: <ul style="list-style-type: none"><li>• Applies for an incomplete</li></ul>	Student on suspension: <ul style="list-style-type: none"><li>• When SAP can be determined, financial aid will be assessed</li></ul>	Pending prior term SAP

***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”.

#### ***CALLED TO ACTIVE DUTY- LEAVE OF ABSENCE***

Nebraska Indian Community College will allow enrolled members of the Armed Forces, including reserve components and National Guard to be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces. Nebraska Indian Community College will offer Armed Forces members an incomplete following the incomplete grade policy for short absence accommodation. Long term absences will be allowed a withdrawal with note to ratio of completion in financial aid communications for students that are being called away for long term service. NICC will never inhibit an Armed Forces student from enrolling later after a short term or long-term absence after their service obligations.

#### ***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 on the student information system by the instructor and approved by the Academic Dean and Registrar. **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., A.S., or B.A. 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 the 150% rule – these will be approved for Academic so that the student can finish a degree program. Students will not be eligible for Title IV funding if they are at the 150% completion rule. They will be considered for scholarships that do not have Title IV eligibility requirements.
- 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**

The course numbering system for NICC is designed to indicate the level of difficulty of courses offered at the College.

1. The prefixes indicate the subject area of a particular course (e.g., BSAD- Business).
2. The first number indicates the academic level of the course:
  - 0 – Developmental courses (These will not count toward graduation at NICC and will not transfer to other colleges and universities)
  - 1 – Freshman courses
  - 2 – Sophomore courses
  - 3 – Junior courses
  - 4 – Senior courses
3. The second and third numbers indicate the sequence of courses.
4. If the fourth number code ends in a '4', this signifies a lab.
5. Internships end in X990.
6. Special Topics courses end in X900.

## **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. The guidance for this assessment is seen in the Multiple Measures Placement Program. 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 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.

## **GENERAL GRADUATION REQUIREMENTS**

Students intending to receive a degree or certificate from Nebraska Indian Community College must:

1. Satisfactorily complete a prescribed program of study with a cumulative grade point average

(CGPA) of at least 2.00.

- a. 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.
2. Take a minimum of 30 credit hours of course instruction from NICC for a bachelor degree; 15 credit hours for an associate degree, and 6 credit hours for a certificate.
3. Follow the Catalog that was in effect when the student first enrolled. A new Catalog will be followed if there has been a break in enrollment, if the student has changed majors, or if the previous program curricula is not available.
4. Submit a completed graduation application to the Registrar's Office by census date of the term that the student intends to be conferred.\*
5. Meet the additional requirements specified for the degree or certificate (See Catalog section in Programs of Study).
6. Complete each class taken to satisfy program requirements with a grade of "D" or better.
7. Return all loaned NICC technology, equipment and library materials.
8. Pay all financial obligations, including the graduation fee, to the Business Office
  - a. This must be paid prior to receiving his/her diploma and/or official transcripts.
9. Complete graduate survey (exit interview)

\*Students may participate in graduation ceremony if they will need two or fewer classes at the end of the spring term.

\*\*All graduation diplomas and skins will be made available to the student once the degree is conferred.

### ***Certificate Requirements***

Certificates are awarded for successful completion of a planned curriculum of credit courses for a specific skill area with a minimum of 16 semester credit hours. Students must have a cumulative GPA of 2.0 or above. A student with transfer hours must take a minimum of 6 credit hours from NICC when seeking a certificate.

### ***Degree Requirements***

Nebraska Indian Community College offers the following degrees: The Associate of Arts Degree (A.A.), Associate of Applied Science Degree (A.A.S.), Associate of Science Degree (A.S.), and Bachelor of Arts Degree (B.A.). The number of required general education credit hours vary by degree. Specific course requirements for each degree are listed in the Catalog section in Programs of Study.

**Second Degree-** In order to receive a second Associates 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.

**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.

## **CREDIT HOUR**

A credit hour is a unit measurement used to ascertain the educational value of course work offered by the institution to students enrolling in such course work, earned by such students upon successful completions of such course work, and for which tuition is charged.

### **Semester**

- 1:15 = Classroom hour
- 1:30 = Academic transfer, general education, and academic support lab hour
- 1:45 = Vocational laboratory and clinical hour
- 1:45 = Practicum hour
- 1:60 = Cooperative work experience

### ***CLASSROOM HOUR***

Classroom hour means a minimum of fifty minutes of formalized instruction on campus or off campus in which a qualified instructor applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audiovisual materials is responsible for providing an educational experience to students.

### ***LABORATORY HOUR***

Laboratory hour means a minimum of fifty minutes of educational activity on campus or off campus in which students conduct experiments, perfect skills, or practice procedures under the direction of a qualified instructor.

### ***CLINICAL HOUR***

Clinical hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experience under constant supervision at a health-related agency, receives individual instruction in the performance of a particular function, and is observed and critiqued in a repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of students and for the delivery part of the didactic phase of the experience.

### ***PRACTICUM HOUR***

Practicum hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experiences, receives individual instruction in the performance of a particular function, is observed and critiqued by an instructor in the repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of students.

### ***COOPERATIVE WORK EXPERIENCE***

Cooperative work experience means an internship or on-the-job training, designed to provide specialized skills and educational experiences, which is coordinated, supervised, observed, and evaluated by qualified college staff or faculty, and may be completed on campus or off campus, depending on the nature of the arrangement.

### ***INDEPENDENT STUDY***

Independent study means an arrangement between an instructor and a student in which the instructor is responsible for assigning work activity or skill objectives to the student, personally providing needed instruction, assessing the student's progress, and assigning a final grade. Credit hours shall be assigned according to the practice of assigning credits in similar courses. 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.

### ***INTERNSHIPS 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. 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 or 4900 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 via Transcript Request form from NICC's website and attach a payment of \$5.00 per transcript in the form of check, cash, or money order. Please allow seven to ten business days for processing. NICC sends all official transcripts via USPS, digital options are not possible currently. 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 DIFFERENT COLLEGE OR UNIVERSITY**

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

1. 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.
2. Consult with a Faculty Advisor about potentially fulfilling most of the freshman and sophomore requirements at NICC.
3. 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.
4. 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.



*NICC employees posing for the camera after a virtual All-Staff Meeting on Microsoft Teams.*

## **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.

## **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. Additionally, students wishing to participate in AIHEC activities must complete work with both an instructor and coach to prepare for the competition prior to February 1st. Students will then need to complete an application to attend the conference and compete. The student will need to show proof of preparedness for at least one non-academic and one or more academic events. The AIHEC student conference is typically held in March of each year. A limited number of students will be selected to attend. For more information contact Dean of Enrollment Management, Chrissy Leshner.



*NICC representing at AIHEC including (R-L): David Freemont, Sianne Schoenfeld, Coordinator Chrissy Leshner, Coach Carlton Edwards, Catherine Morris, Julius Olthole, Gloria Thomas, and Serena Campbell.*



### **AMERICAN INDIAN BUSINESS LEADERS (AIBL) CHAPTER**

NICC has a chapter of American Indigenous Business Leaders. The mission of AIBL is to increase the representation of American Indians and Alaska Natives in business and entrepreneurial ventures through education and leadership development opportunities. This organization is open to all NICC students regardless of their degree or concentration of study. Members of NICC's chapter have opportunities to participate in the national organization's mentorship program, internships, and competitions.

### **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 collections of 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 aid 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 (2024-2025):**

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

<b><u>Tuition</u></b> (per credit)	Tuition, Fees, and Books associated with instruction of a course	\$170
<b>**<u>Graduation Fee</u></b> (applied during semester of graduation)	The graduation fee is applied to offset costs related to graduation.	\$200

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

### **COST OF ATTENDANCE (2024-2025):**

#### Full-time Enrollment

<b>Student Cost</b>	<b>Independent with dependents</b>	<b>Independent without dependents OR Dependent not living at home</b>	<b>Dependent living at home</b>
Tuition	\$4,080.00	\$4,080.00	\$4,080.00
Housing	\$7,893.00	\$5,334.00	\$2,667.00
Utilities	\$311.00	\$225.00	\$147.00
Food	\$7,962.00	\$2,754.00	\$2,754.00
Travel	\$15,129.00	\$10,665.00	\$5,337.00
Personal	\$5,610.00	\$2,865.00	\$2,865.00
School Supplies	\$400.00	\$400.00	\$400.00
<b>Total Cost of Attendance</b>	<b>\$41,385.00</b>	<b>\$26,323.00</b>	<b>\$18,250.00</b>

Child Care (if applicable) \$9,414.00

Per Credential Fee \$200.00

\*All line items above are based on the average of Knox, Thurston, Dakota Counties in Nebraska and Woodbury County in Iowa multiplied by 9 months.

### **Professional Judgement (PJ):**

Students must submit documentation to apply for a professional judgment based on change to financial income, such as involuntary loss of employment by the student or a spouse or based on additional cost of attendance. Professional judgments are reviewed by FA Solutions for final review. Professional judgment requests to budget items may result in no change in aid eligibility. Professional judgment decisions are emailed to the student. Documentation for PJ decisions are placed in the student's digital file. Professional Judgements that result in a dependency override will be the same for each subsequent award year at NICC unless the student informs the Financial Aid Advisor of a change in circumstance.

Definitions of special or unusual circumstances:

Special Circumstances refer to financial changes to the household which affect the financial data recorded on the student's FAFSA. Financial changes considered to be reviewable are:

- Change in employment status.
- Change in housing status (i.e. homelessness).
- Proof of additional family members enrolled in college.
- Tuition expenses at an elementary or secondary school.
- Medical, dental, or nursing home expenses not covered by insurance.
- Child or dependent care expenses
- Severe disability of the student or other member of the student's household.

Unusual Circumstances refer to conditions that justify a student being considered independent rather than dependent.

- Human Trafficking, as described in the Trafficking Victims Protection Act of 2000
- Legally granted refugee or asylum status
- Parental abandonment or estrangement
- Student or parental incarceration

*What's involved in the PJ process?*

Before submitting a professional judgement request, the student must have already completed the FAFSA and if their FAFSA was selected for verification, the verification requirements must be submitted before a professional judgement will be reviewed.

### ***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](http://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.

### **Understanding Summer Pell Grants**

The financial aid offer that is most anticipated in the summer semester is the Federal Pell Grant (Pell), which is offered year-round to eligible students. How a student is eligible to receive a summer Pell award **will be determined two ways** based on how much Pell you received in the fall-spring and your summer enrollment.

#### ***What is Summer Pell option #1?***

"**Year-Round Pell**" is the option referred to when you have received your maximum offered Pell grant for the fall and spring, based on the fact that you were enrolled full-time in at least 24 credit hours combined in fall and spring.

To tap into additional Pell eligibility for the summer, you must maintain summer enrollment in at least 6 credit hours. Year-Round Pell will pay out at the full offered amount for 12 credit hours of summer enrollment, and at a prorated (calculated reduced) amount if you are in 6-11 hours of summer enrollment. You will not receive Pell if you are taking only 5 or less credit hours.

#### ***What is Summer Pell option #2?***

"**Residual Pell**" is the option referred to if you did not receive your maximum offered Pell grant for the fall and spring, based on the fact that you were enrolled in less than full-time in 24 credit hours combined in fall and spring, or had another circumstance that affected your fall or spring eligibility. The offered summer Pell amount will be based on how much Pell was left unused from the fall and spring. Residual Pell will pay out at the full award amount for 12 credit hours of summer enrollment, and at a prorated (calculated reduced) amount if you are in 1-11 hours of summer enrollment. You can receive Pell even if you are taking just 1 credit hour.

### **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, Junior and Senior: 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%.

#### ***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 10<sup>th</sup> 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 students' 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

### T.R.I.B.A.L. ATTRIBUTE SYSTEM





# Tribal Cultures

The Tribal Cultures Attribute indicates that a course or event will communicate or preserve an aspect of Tribal cultures, specifically the Umo<sup>n</sup>ho<sup>n</sup> or Dakota cultures, through songs, art, literature, storytelling, history, or language to increase a student's understanding, cultural identity, or engagement in cultural activities

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## Reciprocal Communication

The Reciprocal Communication Attribute considers the concept of reciprocity in every aspect of communication we engage in when given, felt, or done in return; including the emotional experience, nonverbal, and emphasizing form, degree, and timing; includes all traditional communications between 2 or more individuals.

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# Innovation and Technology

Engaging in any facet of the elements of innovation: collaboration, ideation, implementation, or value creation; participating, engaging, or focusing on the technological aspects of a product, service, business function, invention; engaging in methodically or systematically derived processes, seeking value through creation or use of technology.


*Engaging in any fact of the element of innovation: collaboration, ideation, implementation, or value creation; participating, engaging, or focusing on the technological aspects of a product, service, business function, invention; engaging in methodically or systematically derived processes, seeking value through creation or use of technology.*



## Balance: Body, Mind, Heart, & Spirit

Engaging in activities, practices, or mindful non-activity to seek, learn, or provide balance to any facet of oneself, life, or surroundings. To consider & evaluate, to better or improve, to connect or heal one's body, mind, heart, or spirit; connection to self, surroundings, others; engaging in acts or practices that bring balance &/or to body, mind, heart, and/or spirit.

*Engaging in activities, practices, or mindful non-activity to seek, learn, or provide balance to any facet of oneself, life, or surroundings. To consider and evaluate, to better or improve, to connect or heal one's body, mind heart, or spirit; connections to self, surroundings, others; engaging in acts or practices that bring balance and/or to body, mind, heart, and/or spirit.*



## Analytic Skills & Research

Engaging in soft skills to solve complex problems; critical thinking, research, practices to increase data literacy, analytic thinking, problem identification & solving, solution testing, gathering information, data & info analysis, mentoring or teaching to develop these skills.

*Engaging in soft skills to solve complex problems; critical thinking, research, practices to increase data literacy, analytic thinking, problem identification and solving, solution testing, gathering information, data and information analysis, mentoring, or teaching to develop these skills.*



Any skill, activity, practice, or function that generates learning; skills that set a foundation for other learning to take place; advancement or growth through systematic behaviors engaged in to change one's manner of function.

*Any skill, activity, practice, or function that generates learning; skills that set a foundation for other learning to take place; advancement or growth through systematic behaviors engaged in to change one's manner of function.*

### **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, 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, 1050, 1060, 1100, 1200, 1300, 1400, BSAD 2310, ECED 1050, 1160, ENGL 1040, 1050, 1150, 2100, 2170, HIST 1110, 1111, 2010, 2020, NASP 1050, 1080, 1090, 1100, 1130, 1140, 1410, 1420, 1510, 1520, 2110, 2300, 2330, 2340, 2350, 2430, 2440, 2530, 2540, MUSC 1010, PSYC 1810, 2000, 2030, 2500, SOCI 1010, 1400, SPAN 1010, 1020, 2010, 2020
	Quantitative Reasoning (3-4 credits)	ACCT 1200, 1210, ENTR 2030, MATH 1020, 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, 2460/2464, 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, BSAD 2310, 2520, CHEM 1050, 1054, CRIM 1010, 1020, ECED 1160, 2050, 2070, ECON 2110, EDUC 2030, 2050, 2070, ENGL 1050, GEOG 1010, HIST 1110, 1111, 2010, 2020, HMSV 2150, IEVH 1010, 2020, NASP 1070, 2010, 2120, 2300, 2330, 2810, PHYS 2000, POLS 1600, SOCI 1010, 1400, 2010, 2150, SPAN 1010, 1020, 2010, 2020
ILO 5: Wellness	College Skills (3 credits)	EDUC 1010 (2 credits)
		EDUC 1020 (1 credit) or ECED 2080 OR 2090 (2 credits)
	Health and Wellness (4 credits)	AGRI 1048, ECED 1260, ENGL 1040, HLTH 1010, 1020, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 2300, 2310, 2340, NASP 1140, NURA 1110, 1190

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

*\* Associate students who are interested in the Bachelor of Arts in Business Administration and Tribal Nation Building (BATN) should take MATH 1110, 1150, or 1600 to meet the Quantitative Reasoning category, as one of these classes are a prerequisite to MATH 2170. Students should take INFO 1200 to meet the Technology category, as INFO 1200 is a prerequisite to three upper-level classes in the BATN program.*

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



# NEBRASKA INDIAN COMMUNITY COLLEGE

## PROGRAMS OF STUDY

Academic/Vocational Discipline	Certificate	AA	AS	AAS	BA
<i>Business</i>					
Business Administration	♦				
Entrepreneurship	♦				
Business with emphasis in Business Administration		♦			
Business with emphasis in Entrepreneurship		♦			
Business Administration and Tribal Nation Building					♦
<i>Education</i>					
Child Development Associate (CDA)- Infant & Toddler	♦				
Child Development Associate (CDA)- Preschool	♦				
Early Childhood Education		♦			
Paraeducator/Pre-Teacher Education		♦			
Teaching Indigenous Learners	♦				
<i>Liberal Arts</i>					
General Liberal Arts		♦			
<i>Human Services</i>					
Alcohol & Drug Counseling	♦				
Community Counseling	♦				
Human Services with emphasis in Community Counseling		♦			
Human Services with emphasis in Alcohol & Drug Counseling		♦			
<i>Native American Studies</i>					
Business Administration and Tribal Nation Building					♦
Native American Studies with emphasis in History and Traditional Culture		♦			
Native American Studies with emphasis in Contemporary Tribal Leadership		♦			
History and Traditional Culture	♦				
Contemporary Tribal Leadership	♦				
<i>Science</i>					
Pre-Nursing Level I	♦				
Pre-Nursing Level II	♦				
General Science Studies			♦		
<i>Skilled &amp; Technical Sciences</i>					
Carpentry	♦			♦	

## BUSINESS DIVISION

### ***CERTIFICATE IN BUSINESS ADMINISTRATION***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDUC 1010	Student Success Strategies	2 credits
<i>Complete 15 credits from the courses listed below</i>		
BSAD 1050	Introduction to Business	3 credits
ACCT 1200	Principles of Accounting I	3 credits
BSAD 2310	Ethics	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
<i>Total:</i>		<i>17 Credits</i>

### ***CERTIFICATE IN ENTREPRENEURSHIP***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDUC 1010	Student Success Strategies	2 credits
ENTR 1050	Introduction to Entrepreneurship	3 credits
<i>Complete 12 credits from the courses listed below</i>		
ENTR 2030	Entrepreneurship Accounting	3 credits
ENTR 2040	Entrepreneurship Feasibility Study	3 credits
ENTR 2050 or BSAD 2520	Marketing for the Entrepreneur or Principles of Marketing	3 credits
ENTR 2060 or BSAD 2700	Entrepreneurship Legal Issues or Business Law I	3 credits
ENTR 2090	Entrepreneurship Business Plan	3 credits
BSAD 2310	Ethics	3 credits
BSAD 2540	Principles of Management	3 credits
<i>Total:</i>		<i>17 Credits</i>

### ***ASSOCIATE OF ARTS - BUSINESS***

The Associate of Arts degree in Business has two concentrations available: Business Administration and Entrepreneurship.

#### **Business with a concentration in Business Administration**

<u>General Education Core</u>	<i>36-42 credits</i>
<u>Business Administration Concentration:</u>	<i>18 credits</i>
BSAD 1050 Introduction to Business	3 credits
ACCT 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)	<i>up to 6 credits</i>
<b>Total Credits Required</b>	<b>60 credits</b>

#### **Business with a concentration in Entrepreneurship**

<u>General Education Core</u>	<i>36-42 credits</i>
<u>Entrepreneurship Concentration:</u>	<i>18 credits</i>
ENTR 1050 Introduction to Entrepreneurship	3 credits
ENTR 2030 Entrepreneurship Accounting	3 credits
ENTR 2050 Marketing for the Entrepreneur or BSAD 2520 Principles of	3 credits

Marketing	
BSAD 2540 Principles of Management	3 credits
ENTR 2090 Entrepreneurship Business Plan	3 credits
BSAD 2700 Business Law I	3 credits
<u>Electives</u> (to meet 60 credit requirement)	up to 6 credits
<b>Total Credits Required</b>	<b>60 credits</b>

### ***BACHELOR OF ARTS- BUSINESS ADMINISTRATION AND TRIBAL NATION BUILDING***

The B.A. in Business Administration and Tribal Nation Building is a stackable credential, building on coursework in the A.A. Native American Studies- Contemporary Tribal Leadership track and the A.A. Business- Business Administration track.

### **REQUIREMENTS**

Requirements for admission are as follows:

1. Successful completion or in the last semester of Associate degree in Business (with emphasis in Business Administration) or Associate degree in Native American Studies (with emphasis in Contemporary Tribal Leadership).
2. Transfer students must meet all program pre-requisites before being accepted into the B.A. Business Administration and Tribal Nation Building degree program.
3. Students must have a CGPA of 2.0 upon entry into the BA program.

Requirements for graduation are as follows:

- Completion of all course work in the approved curriculum.
- A minimum of a 2.0 cumulative grade point average.
- A minimum of 35 credit hours of 3000 and 4000 level course work.
  - [NOTE: A student who successfully completes a 1000 or 2000 level course at another institution that is comparable to a 3000 or 4000 level course at NICC will be recognized for meeting the subject requirement but will not receive credit for the hours toward the 35 credit hour of 3000 and 4000 level courses requirement. BSAD 4900 and NASP 4900 are required to be taken in the student's senior year; therefore, internships that are transferred only may be counted as general electives.]

### **B.A. Business Administration and Tribal Nation Building**

<u>General Education Core</u>	<u>39 credits</u>
<u>Foundational Core:</u>	<u>45 credits</u>
BSAD 1050 Introduction to Business	3 credits
BSAD 2050 Business Communication	3 credits
BSAD 2310 Ethics	3 credits
BSAD 2520 Principles of Marketing	3 credits
BSAD 2540 Principles of Management	3 credits
BSAD 2700 Business Law I	3 credits
BSAD 2710 Business Law II	3 credits
MATH 2170 Applied Statistics	3 credits
NASP 1010 Introduction to Native American Studies	3 credits
NASP 2010 Introduction to Tribal Nation Building	3 credits
NASP 2340 Grant Writing in Tribal Development	3 credits
NASP 2300 Tribal Government and Politics	3 credits
NASP 2810 Contemporary Native Issues	3 credits
ACCT 1200 Principles of Accounting I	3 credits
ACCT 1210 Principles of Accounting II	3 credits
ECON 2110 Principles of Macroeconomics	3 credits
or ECON 2120 Principles of Microeconomics	
<u>Professional Core Requirements</u>	<u>36 credits</u>
BSAD 3000 Native Nations and International Business	3 credits

NASP 3200 Self-Determination and Educational Assistance Act	3 credits
NASP 3310 Federal Indian Law and Policy	3 credits
BSAD 3425 Management Information Systems (MIS)	3 credits
BSAD 3440 Principles of Finance	3 credits
BSAD 3670 Human Resource Management	3 credits
BSAD 4690 Organizational Behavior	3 credits
NASP 4310 Tribal Constitutions and Law	3 credits
NASP 4320 Tribal Corporations, Economic Development and Taxation	3 credits
NASP 4330 Tribal Management and Leadership	3 credits
BSAD/NASP 4990 Internship	3 credits
BSAD 4800 Strategic Management	3 credits
<b><i>Total Credits Required</i></b>	<b><i>120 credits</i></b>

NOTE: Students in the BA Business Administration and Tribal Nation Building program who have not previously successfully completed NASP 1010 *Introduction to Native American Studies* and NASP 2010 *Introduction to Tribal Nation Building* or equivalent courses, must take these courses within the first two semesters of the program.

NOTE: Students transferring into the Bachelor of Arts in Business Administration and Tribal Nation Building (BATN) program with an Associate of Arts, Associate of Science or Bachelor's degree will have the general education requirements waived, except that the students must have taken or must take courses that meet the requirements of ILO 1 Native Cultures (Native Languages and Native History), ILO 2 Communication (Written Communication and Oral Communication), ILO 3 Quantitative Reasoning, and ILO 4 Technology requirement. Students transferring into the BATN program with an Associate of Applied Science, or an Associate of Applied Arts must take or have taken all general education course requirements.

MATH 1110 or higher Math class is a prerequisite for MATH 2170 Applied Statistics. MATH 2170 is a required class in the BATN curriculum.

INFO 1200 is a prerequisite for BSAD 3425 Management Information Systems, BSAD 3440 Principles of Finance, and BSAD 4800 Strategic Management. All three of these classes are required classes in the BATN curriculum.

## EDUCATION DIVISION

### ***CERTIFICATE IN CHILD DEVELOPMENT ASSOCIATE (CDA)- INFANT AND TODDLER***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDUC 1010	Student Success Strategies	2 credits
ECED 1110	Infant and Toddler Development	3 credits
ECED 1150	Introduction to Early Childhood Education	3 credits
ECED 1260	Health, Safety & Nutrition	3 credits
ECED 2070	Family and Community Relationships	3 credits
ENGL 1010	English Composition	3 credits
ECED 1220	Pre-Practicum Experience	1 credit
ECED 1610	Infant Practicum	1 credit
ECED 1620	Toddler Practicum	1 credit
HLTH 1020	First Aid/CPR	1 credit
ECED 2080	CDA Infant & Toddler Portfolio	2 credits

*Total: 23 Credits*

### ***CERTIFICATE IN CHILD DEVELOPMENT ASSOCIATE (CDA)- PRESCHOOL***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDUC 1010	Student Success Strategies	2 credits
ECED 1120	Preschool Child Development	2 credits
ECED 1150	Introduction to Early Childhood Education	3 credits
ECED 1260	Health, Safety & Nutrition	3 credits
ECED 2070	Family and Community Relationships	3 credits
ENGL 1010	English Composition	3 credits
ECED 1220	Pre-Practicum Experience	1 credit
ECED 1630	Preschool Practicum	1 credit
HLTH 1020	First Aid/CPR	1 credit
ECED 2090	CDA Preschool Portfolio	2 credits

*Total: 21 Credits*

### ***CERTIFICATE IN TEACHING INDIGENOUS LEARNERS***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
NASP 1410, 1510, 2900	Omaha Language I, Dakota Language I, or other Indigenous language	4 credits
NASP 1080	Native American Education	3 credits
NASP 1050 or 1060	Native American World Views or Issues in Native American Psychology	3 credits
EDUC 1200	Trauma Informed Practices in Education	1 credit
EDUC 2800	Professional Practicum	1 credit
<i>Choose any of the following 6 credits:</i>		
EDUC 1110	Introduction to Professional Education	6 credits
EDUC 2030	Multicultural Education	
EDUC 2050	The Exceptional Learner in the Classroom	
EDUC 2070	Additional Language Acquisition and Development	
EDUC 2700	Online Teaching Certificate I	
NASP 1010	Introduction to Native American Studies	
NASP 1030	Native American History to 1890	
NASP 1040	Native American History since 1890	
NASP 1140	Native American Spirituality	
NASP 2010	Introduction to Tribal Nation Building	
NASP 2110	Native American Literature	
NASP 2200	Santee Dakota Tribal History	
NASP 2210	Omaha Tribal History	
NASP 2220	Ponca Tribal History	
NASP 2230	Dakota Culture and Tradition	
NASP 2240	Omaha Culture and Tradition	
NASP 2300	Tribal Government and Politics	
NASP 2810	Contemporary Native Issues	

NASP 2900	Special Topics
NASP 2990	Internship

*Total: 18 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.

<u>General Education Core</u>		<i>36-42 credits</i>
<u>Required Core Courses</u>		<i>15 credits</i>
ECED 1150	Introduction to Early Childhood Education	3 credits
ECED 1110	Infant/Toddler Development	3 credits
ECED 1120	Preschool Child Development	2 credits
ECED 1230	School Age Child Development	2 credits
ECED 1220	Pre-Practica Seminar	1 credit
ECED 1610	Infant Practicum	1 credit
ECED 1620	Toddler Practicum	1 credit
ECED 1630	Preschool Practicum	1 credit
ECED 1640	School-Age Practicum	1 credit
<i>Choose 3-9 Additional Credits</i>		
ECED 1050	Expressive Arts	<i>3-9 credits</i>
ECED 1060	Observation, Assessment, and Guidance	
ECED 1160	Early Language Literacy	
ECED 1260	Child Health, Safety & Nutrition	
ECED 2050	Children with Exceptionalities	
ECED 2060	Early Childhood Education Curriculum Planning	
ECED 2070	Family and Community Relationships	
ECED 2450	Early Childhood Program Administration	
<u>Electives</u> (to meet 60 credit requirement)		<i>up to 6 credits</i>
<b>Total Credits Required</b>		<b>60 credits</b>

### ***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>		<i>36-42 credits</i>
<u>Core Paraeducator/Pre-Teacher Education Requirements:</u>		<i>19-20 credits</i>
EDUC 1110	Intro to Professional Education	3 credits
EDUC 1111	Project Para	1 credit
NASP 1080	Native American Education	3 credits
EDUC 2030	Multicultural Education	3 credits
EDUC 2050	The Exceptional Learner in the Classroom	3 credits
	or ECED 2050 Children with Exceptionalities	
EDUC 2070	Additional Language Acquisition and Development	3 credits
NASP 1060	Issues in Native American Psychology,	3 credits
	NASP 1050 Native American World Views,	

EDUC 2000 Educational Psychology,  
or PSYC 2030 Developmental Psychology  
EDUC 2800 Professional Practicum  
Electives (optional, to meet 60 credit requirement)  
**Total Credits Required**

1-2 credits  
up to 6 credits  
**60-64 credits**

*\*Praxis Core exam and PSYC 2030 are required for transfer to Haskell Indian Nations University for B.S. Elementary Education as outlined in articulation agreement.*

## LIBERAL ARTS DIVISION

### 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
<b>Total credits required:</b>	<b>60 credits</b>

## HUMAN SERVICES DIVISION

### CERTIFICATE IN ALCOHOL & DRUG COUNSELING

COURSE CODE	COURSE TITLE	CREDITS
EDUC 1010	Student Success Strategies	2 credits
HMSV 1010	Introduction to Native American Human Services	3 credits
HMSV 1200	Introduction to Counseling Techniques	3 credits
HMSV 2100	Strategies in Group Counseling	3 credits
HMSV 2150	Multicultural Counseling	2 credits
HMSV 2250	Alcohol/Drug Assessment, Case Planning and Management	2 credits
HMSV 2400	Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction	3 credits
HMSV 2600	Ethical and Legal Issues in the Human Services Profession	1 credit
HMSV 2750	Clinical Treatment Issues in Chemical Dependency	2 credits
PSYC 1810	Intro to Psychology	3 credits
PSYC 2300	Developmental Psychology	3 credits
<i>Total:</i>		<b>27 Credits</b>

### CERTIFICATE IN COMMUNITY COUNSELING

COURSE CODE	COURSE TITLE	CREDITS
EDUC 1010	Student Success Strategies	2 credits
<i>Complete 15 credits from the courses listed below</i>		
HMSV 1010	Introduction to Native American Human Services	3 credits
HMSV 1200	Introduction to Counseling Techniques	3 credits
HMSV 2500	Crisis Intervention	3 credits
HMSV 2100	Strategies in Group Counseling	3 credits

HMSV 2150	Multicultural Counseling	2 credits
HMSV 2600	Ethical and Legal Issues in the Human Services Profession	1 credit
PSYC 1810	Intro to Psychology	3 credits
HLTH 1047	Fatherhood and Motherhood is Sacred	1 credit
NASP 2340	Grant Writing in Tribal Development	3 credits
HMSV 2010	Indian Child Welfare Act (ICWA)	3 credits
HMSV 2850	Human Services Administration	3 credits
<i>Total:</i>		<i>17 Credits</i>

### ***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. Two different tracks are offered within this degree: Community Counseling, and Alcohol & Drug Counseling. 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\\_mhcs\\_adc\\_provrequirements.aspx](http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_adc_provrequirements.aspx)) for licensure information on the Alcohol & Drug LADC track.

Specific program requirements leading to an Associate of Arts in Human Services include two possible concentrations:

#### **Human Services with a Concentration in Community Counseling**

<u>General Education Core</u>	<i>36-42 credits</i>
<u>Community Counseling Concentration:</u>	<i>21 credits</i>
HMSV 1010 Introduction to Native American Human Services	3 credits
HMSV 1200 Introduction to Counseling Techniques	3 credits
HMSV 2150 Multicultural Counseling	2 credits
HMSV 2300 Intro to Family Counseling	3 credits
HMSV 2500 Crisis Intervention	3 credits
HMSV 2600 Ethical & Legal Issues in Human Services Professions	1 credit
PSYC 2030 Developmental Psychology* or PSYC 2500 Abnormal Psych*	3 credits
HMSV 2990 Internship/Practicum	3 credits
<u>Electives</u> (to meet 60 credit requirement)	<i>up to 6 credits</i>
<b>Total Credits Required</b>	<b><i>60-63 credits</i></b>

\*PSYC 2030 and 2500 have a pre-requisite of PSYC 1800 Intro to Psychology, which can be taken for ILO3-Arts & Humanities

#### **Human Services with a Concentration in Alcohol & Drug Counseling**

<u>General Education Core</u>	<i>36-42 credits</i>
<u>Alcohol &amp; Drug Counseling Concentration:</u>	<i>22 credits</i>
HMSV 1010 Introduction to Native American Human Services	3 credits
HMSV 1200 Introduction to Counseling Techniques	3 credits
HMSV 2150 Multicultural Counseling	2 credits
HMSV 2250 Alcohol/Drug Assess, Plan & Mgmt.	2 credits
HMSV 2400 Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction	3 credits
HMSV 2750 Clinical Treatment Issues in Chemical Dependency	2 credits
HMSV 2600 Ethical & Legal Issues in Human Services Professions	1 credit

PSYC 2030 Developmental Psychology* or PSYC 2500 Abnormal Psych*	3 credits
HMSV 2990 Internship/Practicum	3 credits
<u>Electives</u> (to meet 60 credit requirement)	up to 6 credits
<b>Total Credits Required</b>	<b>60-64 credits</b>

\*PSYC 2030 and 2500 have a pre-requisite of PSYC 1800 Intro to Psychology, which can be taken for ILO3-Arts & Humanities

## NATIVE AMERICAN STUDIES DIVISION

### ***CERTIFICATE- NATIVE AMERICAN HISTORY AND TRADITIONAL CULTURE***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDUC 1010	Student Success Strategies	2 credits
<i>Complete 16 credits from the courses listed below</i>		
NASP 1010	Introduction to Native American Studies	3 credits
NASP 1030 or NASP 1040	Native American History to 1890 Native American History since 1890	3 credits
NASP 1410, 1510, 1420, or 1520	Omaha Language I, Dakota Language I, Omaha Language II, Dakota Language II	Choose 4 credits
NASP 2110, NASP 2120, NASP 2200, NASP 2210, NASP 2220, NASP 2230, NASP 2240, NASP 2900, or NASP 2990	Native American Literature, Oral History in Tribal Tradition, Santee Dakota Tribal History, Omaha Tribal History, Ponca Tribal History, Dakota Culture and Tradition, Omaha Culture and Tradition, Special Topics Internship	Choose 6 credits

*Total: 18 Credits*



*NICC's AIHEC Team competing in hand game in March of 2024.*

### ***CERTIFICATE IN CONTEMPORARY TRIBAL LEADERSHIP***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDUC 1010	Student Success Strategies	2 credits
NASP 1010	Introduction to Native American Studies	3 credits
BSAD 1050	Introduction to Business	3 credits

*Complete 9 credits from the courses listed below*

ACCT 1200	Principles of Accounting I	9 credits
BSAD 2050	Business Communications	
BSAD 2540	Principles of Management	
NASP 2010	Introduction to Tribal Nation Building	
NASP 2300	Tribal Government and Politics	
NASP 2340	Grant Writing in Tribal Development I	
NASP 2350	Grant Writing in Tribal Development II	
NASP 2810	Contemporary Native Issues	
BSAD/NASP 2900	Special Topics	
BSAD/NASP 2990	Internship	

*Total: 17 Credits*

### ***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.

#### **Native American Studies with a concentration in History and Traditional Culture**

General Education Core *36-42 credits*

History and Traditional Culture Concentration: *18-19 credits*

NASP 1010 Introduction to Native American Studies 3 credits

NASP 1030 Native American History to 1890 3 credits

Or NASP 1040 Native American History since 1890

Second language course 3-4 credits

*Complete 9 credits from the courses listed below:*

NASP 2110 Native American Literature 9 credits

NASP 2120 Oral History in Tribal Tradition

NASP 2200 Santee Dakota Tribal History

NASP 2210 Omaha Tribal History

NASP 2220 Ponca Tribal History

NASP 2230 Dakota Culture and Tradition

NASP 2240 Omaha Culture and Tradition

NASP 2900 Special Topics

Electives (to meet 60 credit requirement) *up to 6 credits*

**Total Credits Required** **60 credits**

#### **Native American Studies with a concentration in Contemporary Tribal Leadership**

General Education Core *36-42 credits*

Contemporary Tribal Leadership Concentration: *18 credits*

NASP 1010 Introduction to Native American Studies 3 credits

BSAD 1050 Introduction to Business 3 credits

NASP 2010 Introduction to Tribal Nation Building 3 credits

*Complete 9 credits from the courses listed below:*

ACCT 1200 Principles of Accounting I 9 credits

BSAD 2050 Business Communication

BSAD 2540 Principles of Management

NASP 2810 Contemporary Native Issues

NASP 2300 Tribal Government and Politics

NASP 2340 Grant Writing in Tribal Development

NASP 2350 Grant Writing in Tribal Development II

BSAD/NASP 2900 Special Topics

BSAD NASP 2990 Internship  
Electives (to meet 60 credit requirement)  
**Total Credits Required**

up to 6 credits  
**60 credits**

***BACHELOR OF ARTS- BUSINESS ADMINISTRATION AND TRIBAL NATION BUILDING***

The B.A. in Business Administration and Tribal Nation Building is a stackable credential, building on coursework in the A.A. Native American Studies- Contemporary Tribal Leadership track and the A.A. Business- Business Administration track. For more information, see [Business Division](#).

**SCIENCE DIVISION**

***CERTIFICATE IN PRE-NURSING LEVEL I***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDUC 1010	Student Success Strategies	2 credits
HLTH 1010	Introduction to Healthcare	1 credit
BIOS 1010/1014	General Biology + Lab	4 credits
NURA 1110	Nurse Aide	4 credits
HLTH 1060	Comprehensive Medical Terminology	3 credits
BIOS 2250/2254	Human Anatomy and Physiology I + Lab	4 credits
PSYC 1810	Introduction to Psychology	3 credits
<i>Total:</i>		<b>21 Credits</b>

***CERTIFICATE IN PRE-NURSING LEVEL II***

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
HLTH 1020	First Aid/CPR	1 credit
BIOS 2260/2264	Human Anatomy & Physiology II + Lab	4 credits
PSYC 2030	Developmental Psychology	3 credits
BIOS 2460/2464	Microbiology + Lab	4 credits
HLTH 2300	Introduction to Nutrition	3 credits
NURA 1190	Medication Aide	3 credits
SOCI 1010	Introduction to Sociology	3 credits
<i>Total:</i>		<b>21 Credits</b>



*Morgan Dorsey demonstrating drone usage to LaVonne Snake, Lani Moran- Samqua, and Dustin Griffin.*

### ***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
<b>Total credits required:</b>	<b>60 credits</b>

### **SKILLED AND TECHNICAL SCIENCES DIVISION**



*Earth Lodge at Macy Campus*

### ***CERTIFICATE IN CARPENTRY***

COURSE CODE	COURSE TITLE	CREDITS
EDUC 1010	Student Success Strategies	2 credits
CNST 1000	Construction Safety (10-hour OSHA)	1 credit
CNST 1010	Fundamentals of Carpentry	3 credits
Choose 12 credits from the courses listed below		
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 1020 OR MATH 1060	Applied Mathematics OR Construction Math	3 credits

Total:

18 Credits

### ***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**



*NICC Faculty learning more about Macy Campus and the greenhouse.*

## **COURSE DESCRIPTIONS**

### **ACCOUNTING (ACCT)**

#### **ACCT 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, journals, ledgers, accruals, adjusting and closing entries, internal controls, receivables, 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 and BSAD 1200)

#### **ACCT 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 and BSAD 1210) *\*Prerequisite: ACCT 1200*

#### **ACCT 2900 SPECIAL TOPICS (1-3)**

#### **ACCT 2990 INTERNSHIP (1-4)**

### **AGRICULTURE (AGRI)**

#### **AGRI 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. (Previously known as HLTH 1048)

#### **AGRI 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 2340)

#### **AGRI 2900 SPECIAL TOPICS (1-3)**

#### **AGRI 2990 INTERNSHIP (1-4)**

### **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 1100 BASIC DESIGN (3)** This course emphasizes fundamental design and its application. The elements and principles of design, including line, shape, value, color and texture among others, will be studied. Special attention will be paid to Native American use of design. *(Previously known as ART 135)*

**ARTS 1200 DRAWING (1-3)** Introduction to the fundamental principles of contour and gesture drawing. The areas of composition and design in figure, still life, landscape, and perspective will be emphasized. Media may include pencil, charcoal, pastels, pen and ink. Special attention will be paid to Native American use of drawing. *(Previously known as ART 125)*

**ARTS 1300 PAINTING (1-3)** Fundamental painting techniques based on perspective, human figure, tint and shade, landscape and nature. Basic composition, arrangement of forms and the color wheels are stressed. Special attention will be paid to Native American use of painting. *(Previously known as ART 160)*

**ARTS 1400 SCULPTURE (1-3)** A foundation course dealing with modeling, carving and casting, giving the student a basic understanding of sculptural techniques. Special attention will be paid to Native American use of sculpture. *(Previously known as ART 260)*

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

**ARTS 2990 INTERNSHIP (1-4)** *(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)*

**AUTO 2900 SPECIAL TOPICS (1-3)**

**AUTO 2990 INTERNSHIP (1-4)**

**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)**

Laboratory component of BIOS 1200. Emphasis will be on field techniques and sampling methodology. (Previously known as BIO 121 and NAT 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. *\*Prerequisite: BIOS 1010 or instructor approval*

**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 (1-4) (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, business ethics, and finance. Also, a study and discussion of various strategies for success of public and private firms as well as small business. Business vocabulary is introduced and used to understand, analyze, and interpret business news and information. (Previously known as BUS 101)

**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 system including consumer-behavior, product, pricing, distribution, and promotional strategies. (Previously known as BUS 217)

**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)

**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)

**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 (1-4)** (Previously known as BUS 299)**BSAD 3425 MANAGEMENT INFORMATION SYSTEMS (MIS) (3)**

This course is designed to equip potential managers and knowledge workers in all functional areas about issues, benefits, and problems related to using and managing information systems in business. Students will learn how computer-based information systems provide usable information and problem-solving support necessary to make effective business decisions. Students will also understand the fundamentals of information management and the impact of information technology (IT) on business. In particular, students will learn what information is and what modern managers need to understand about their organization, employees, and technology to best manage information for operational, tactical, and strategic benefits.

The goal of this course is not to give students proficiency in the use of any particular application. Instead, the course demonstrates how systems support information management in general. Students will also engage in several hands-on computing exercises using common business information system tools. The course will also help students understand how IT impacts the behavior of organizations and their employees. *\*Prerequisites: BSAD 1050 and INFO 1200*

**BSAD 3440 PRINCIPLES OF FINANCE (3)**

This course is designed to provide exposure to the theory and practice of corporate financial management and to demonstrate how financial management techniques are applied in decision-making. We will cover topics such as financial statements, financial ratio analysis, the time value of money, risk and return, capital budgeting, capital structure, the cost of capital, securities markets, sources and uses of financing, and international markets. We will be using Microsoft Excel for the financial calculations. *\*Prerequisites: ACCT 1200, ACCT 1210, ECON 2110 or ECON 2120, MATH 2170 and INFO 1200.*

**BSAD 3620 NATIVE NATIONS AND INTERNATIONAL BUSINESS (3)**

This course provides students with relevant theoretical concepts and practical insights for a better understanding of native nations and international businesses. It begins with a brief overview of how native nations can benefit through international business based on the concept of globalization. Topics, such as cultural, social, and economic factors influencing decision making at the international level, trade theory, and foreign investment will be covered. The course will then probe international firm strategies and their entry modes for developing successful international business. *\*Prerequisites: BSAD 1050, BSAD 2520, BSAD 2540 and either ECON 2110 or ECON 2120.*

**BSAD 3670 HUMAN RESOURCE MANAGEMENT (3)**

This course will cover the broad range of topics associated with Human Resource Management from the HR professional, the manager, and the employee. Concepts, processes, and interventions of Human Resource Management function will be covered through topics such as job analysis, job designing, job enrichment, human resource planning, recruitment and selection process, performance appraisal system, compensation and reward management, training and development intervention, labor relations issues and how to maintain a high-performance organization. *\*Prerequisite: BSAD 2540.*

**BSAD 4690 ORGANIZATIONAL BEHAVIOR (3)**

Organizational Behavior (OB) is a field of study that aims to comprehend, explain, and improve human behavior in organizations. In today's fast-paced and turbulent sociopolitical context, organizations have a wide range of opportunities and challenges when managing individuals. The course focuses on the application of key concepts and theories related to business issues and challenges to companies and their employees. It aims to improve employees' communication, interpersonal, teamwork, leadership, motivation, and management abilities, all of which, when combined with their knowledge and technical skills, will be crucial to an organization's success. *\*Prerequisite: BSAD 2540.*

**BSAD 4800 STRATEGIC MANAGEMENT (3)**

This course is an integrative and interdisciplinary course, which strategists call a Capstone course. It builds on all the ideas, concepts, and theories from functional courses such as Accounting, Economics, Finance, Marketing, HRM, Organizational Behavior, and Statistics. The course helps view the firm as a whole and examines how policies in each functional area are integrated into an overall competitive strategy. It introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The critical strategic business decisions of concern in this course involve choosing competitive strategies, creating competitive advantages, taking advantage of external opportunities, securing, and defending sustainable market positions, and allocating critical resources over long periods. Decisions such as these can only be made effectively by viewing a firm holistically and over the long term. *\*Prerequisites: ACCT 1200, ACCT 1210, BSAD 2050, BSAD2520, BSAD 2540, BSAD 3440, ECON 2110 or ECON 2120, INFO 1200 and within 36 semester credit hours of receiving degree.*

**BSAD 4900 SPECIAL TOPICS (1-3)****BSAD 4990 INTERNSHIP (3)**

This course is designed for senior-level Business Administration and Tribal Nation Building majors. A supervised internship that provides an opportunity for students to develop and apply knowledge. Students will gain experience related to the fields of Business Administration and Tribal Nation Building by selecting a Tribal Nation organization, or an organization that serves a Tribal Nation community. The host organization for the student must be approved in advance in consultation with the internship program Division Head or assigned course instructor. The internship can be a paid or non-paid internship.

**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 0904 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 (1-4)** (Previously known as CHM 299)

**CARPENTRY (CNST)**

**CNST 1000 CONSTRUCTION SAFETY (1)**

This course is designed to teach students the purpose of OSHA (Occupational Safety and Health Administration) and the regulations they have set. In this course, emphasis is placed on safety in the construction field. Students will learn about the Focus 4: Falls, Struck by, Caught in Between, and Electrocution. Students will also learn how to safely deal with the dangerous hazards we come across daily in the construction industry. Upon successful completion, students will earn their 10 hour OSHA Certification.

**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 (1-4) (Previously known as CPT 299)**

## **CRIMINAL JUSTICE (CRIM)**

### **CRIM 1010 INTRODUCTION TO CRIMINAL JUSTICE (3)**

Provides an overview of the history, development, and philosophies of the criminal justice system within the United States. Areas covered include crime and the criminal justice system, the police, the courts, corrections, and the juvenile justice system.

### **CRIM 1020 INTRODUCTION TO CORRECTIONS (3)**

Outlines corrections in a systematic process showing the evolving changes within institutional and community-based corrections. Topics include, but are not limited to the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer.

### **CRIM 1030 COURTS AND JUDICIAL PROCESS (3)**

Surveys the United States judicial system. Topics include, but are not limited to, legal and constitutional concepts, institutions, and processes. Coverage includes adult and civil courts.

### **CRIM 2030 POLICE AND SOCIETY (3)**

Examines the role of the police in relationship to law enforcement in the United States. Topics include but are not limited to the role and function of police, the nature of police organizations and police work, and the patterns of police-community relations.

### **CRIM 2100 JUVENILE JUSTICE (3)**

Examines the origins, philosophy, and objectives of the juvenile justice system. Topics include, but are not limited to: causation of crime (i.e. race/gender, socioeconomic relevance, and victimization), the juvenile court system, the law enforcement approach, corrections, and prevention.

### **CRIM 2900 SPECIAL TOPICS (1-3)**

### **CRIM 2990 INTERNSHIP (1-4)**

## **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 across diverse settings.

### **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 across diverse settings.

**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 childcare 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 1260 CHILD HEALTH, SAFETY & NUTRITION (3)**

This course addresses the interrelatedness of health, safety, and nutrition in the life of a young child, birth through age eight. Practices that assess and promote good health are introduced. Effective control of communicable diseases and acute illnesses found in the early childhood years and early education settings is addressed. Safety management and the handling of child abuse and neglect are examined. Students learn appropriate nutritional guidelines and practices for planning meals and snacks in the classroom.

**ECED 1610 INFANT PRACTICUM (1)**

This course is designed to provide an understanding of the developmental stages of children from birth through 18 months-of-age by participating in hands-on learning experiences in diverse 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 1521) *\*Pre- or Co-requisite: ECED 1110 and 1220*

**ECED 1620 TODDLER PRACTICUM (1)**

This course is designed to provide an understanding of the developmental stages of children 18 months through 36 months-of-age by participating in hands-on learning experiences in diverse 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 toddlers 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) *\*Pre- or Co-requisite: ECED 1110 and 1220*

**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 diverse 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 three to five 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 1220 and 1120*

#### **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 diverse 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) *\*Pre- or Co-requisite: ECED 1220 and 1230*

#### **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 2080 CDA PROFESSIONAL PORTFOLIO: INFANT/TODDLER (2)**

Step 3 of the CDA process overview requires the students to develop and complete their Professional Portfolio for infants and toddlers, ages birth thru 36 months. The portfolio will be a summary of student’s official training, including the list of CDA courses completed and their 8 subject areas, Completed Family questionnaires short written statements explaining your teaching practices in relation to the six CDA standards early childhood resources, and a description of your educational philosophy that includes elements related to how children can learn and your role in that process. *\*Pre-/Co-Requisites: 480 hours working with children ages birth through 36 months and/or 120 hours professional education covering the 8 CDA subject areas.*

#### **ECED 2090 CDA PROFESSIONAL PORTFOLIO: PRESCHOOL (2)**

Step 3 of the CDA process overview requires the students to develop and complete their Professional Portfolio for preschool children, ages three thru five. The portfolio will be a summary of student’s official training, including the list of CDA courses completed and their 8 subject areas. Completed Family questionnaires, short written statements explaining your teaching practices in relation to the six CDA standards, early childhood resources, and a description of your educational philosophy that includes elements related to how children can learn and your role in that process. *\*Pre-/Co-Requisites: 480 hours working with children ages three to five and/or 120 hours professional education covering the 8 CDA subject areas.*

#### **ECED 2450 EARLY CHILDHOOD PROGRAM ADMINISTRATION (3)**

This course is designed to provide students with a comprehensive understanding of the administrative aspects of early childhood programs. This course will prepare students to plan a facility, identify

program goals, work with community resources, collaborate with schools, families, and other early childhood programs, implement an early childhood program, and evaluate program quality. *\*Pre-requisite: ECED 1150*

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

**ECED 2990 INTERNSHIP (1-4)**

## **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)

### **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 (1-4)** (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) *\*Pre-Requisite: EDUC 1010 and/or sophomore status*

### **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 1200 TRAUMA INFORMED PRACTICES IN EDUCATION (1)**

This course is an overview of how trauma manifests itself in the classroom. This includes the types and categories of trauma, such as childhood trauma, responses to trauma, and the long-term effects of childhood trauma. When educators understand the potentially devastating impacts of trauma on children's lives, they can begin to view children's behavior through that lens. Such a shift in perspective has the potential to help educators better understand children's motivations and behavior. Students will apply trauma-informed practices to case studies and their classrooms to improve discipline policies, student resilience, and educational outcomes.

### **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 2000 EDUCATIONAL PSYCHOLOGY (3)**

This course is a study of the three focal areas in education: the learner, the learning process, and the learning environment. It is a survey of the principles of psychology as applied to classroom teaching, development, learning, motivation, evaluation, adjustment, and educational techniques and innovations.

### **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 2700 ONLINE TEACHING CERTIFICATE I (3)**

The five-module online teaching certificate is designed to guide novice online instructors through the steps of course planning and development and explores the unique opportunities and challenges of the online learning environment. Instructors with some online teaching experience may also find it valuable.

**EDUC 2720 ONLINE TEACHING CERTIFICATE II: ENGAGING STUDENTS IN ONLINE LEARNING (3)**

The five-module online teaching certificate is designed to guide online instructors in elevating their online courses to the next level. This course will focus on engaging students in online learning by focusing on student-centered learning, inclusivity, interactive activities, assessment, and communication in online spheres. *\*Prerequisite: EDUC 2700 or similar level of Online Teaching credential*

**EDUC 2800 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 2900 SPECIAL TOPICS (1-3)****EDUC 2990 INTERNSHIP (1-4)****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, 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 2170 AMERICAN LITERATURE SINCE 1865 (3)**

This survey of American literature will introduce students to some of the important voices as well as literary, artistic, and cultural movements in the United States. Students will develop skills to critically read, understand, and assess a variety of literary works from different historical periods, ethnic communities, and genres. \**Prerequisite: ENGL 1010*

### **ENGL 2400 TECHNICAL WRITING (2)**

This course will demonstrate the principles, techniques, and skills needed to conduct scientific, technical, or business writing. Instruction in the writing of reports, letters, in the preparation and presentation of oral reports, and other exercises applicable to a wide range of disciplines and careers. Emphasis on clarity, conciseness, and accuracy of expression. Research techniques, information design, effective use of graphics, and preparation and presentation of oral reports will be covered.  
\**Prerequisites: ENGL 1010/1020*

### **ENGL 2900 SPECIAL TOPICS (1-3)** (Previously known as ENG 290)

### **ENGL 2990 INTERNSHIP (1-4)** (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 and the impact on the 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 2060 ENTREPRENEURSHIP LEGAL ISSUES (3)**

The student will explore legal issues related to business entities. Students will review contracts, articles of incorporation and the filing process, intellectual property, employment, personnel policies and procedures, the hiring process, job descriptions, disciplinary actions, and business insurance.

**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.

**ENTR 2900 SPECIAL TOPICS (1-3)****ENTR 2990 INTERNSHIP (1-4)****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 (1-4)** (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 (1-4)** (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 (1-3)**

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, handgames, archery, various art works, theater, and business. The course is designed to support the students in their preparations for the Spring student 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 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 2900 SPECIAL TOPICS (1-3)** (Previously known as HPR 290)**HLTH 2990 INTERNSHIP (1-4)** (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 2010 INDIAN CHILD WELFARE ACT (ICWA) (3)**

This course examines the Indian Child Welfare Act (ICWA) to develop an understanding of the child welfare system's legal, historical, and contemporary features, shortcomings, and cultural issues as it relates to working with Native Americans and Alaska Natives. Provides prospects for work in public, private, and tribal child welfare. *\*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 AND PSYCHOSOCIAL ASPECTS OF ALCOHOL/DRUG USE, ABUSE, AND ADDICTION (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 (1)**

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 ISSUES 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 2850 HUMAN SERVICES ADMINISTRATION (3)**

This course prepares students to develop skills to effectively lead and manage human service organizations in the 21st Century. Managing all aspects of an organization will be explored, including: leadership, planning, problem solving, time management, recruitment, managing challenges, humanizing the organization, staff supervision and development, finances, resource development, seeking funds, productivity, and collaboration. This course will help students expand their understanding of skills related to effectively managing a human service organization. Students will also develop self-awareness of their skills level and be able to identify resources for further skill development. \**Prerequisite: HMSV 1010*

**HMSV 2900 SPECIAL TOPICS (1-3)** (Previously known as HSC 290)**HMSV 2990 INTERNSHIP (1-4)** (Previously known as HSC 299)**INFORMATION TECHNOLOGY (INFO)****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 1200 [Note: INFO 0900 and INFO 1010 are required if needed]*

### **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 1200*

### **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 1200*

### **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 1200*

### **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 1200*

**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 1200*

**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 1200*

**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 1200*

**INFO 2900 SPECIAL TOPICS (1-3)** (Previously known as CA 290)**INFO 2990 INTERNSHIP (1-4)**

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)

**INDIGENOUS ENVIRONMENTAL HEALTH (IEVH)****IEVH 1010 INTRODUCTION TO ENVIRONMENTAL HEALTH (3)**

This is an introduction to environmental health course where students will learn about our natural environmental history, systems, resources, and how humans have influenced them, both Indigenous and colonial influences. The class will look at current environmental challenges that effect our environmental health and focus on Indigenous philosophies that will help tackle those challenges. (Previously known as NATR 1010, NAT 110, BIO 104)

**IEVH 2020 ENVIRONMENTAL RESOURCE MANAGEMENT (3)**

This class will help students develop insight and understanding towards assessing our environment's health, natural resources, and what management might be needed to assist with Mother Earth's health. The class will learn about conservation methods and best practices, utilizing Indigenous science perspectives and philosophies focused on our natural environmental systems and resources. Through classroom instruction, guided exploration and research, the class will develop skills to assess

our environment's health and ways to influence its health through proper management. (Previously known as NATR 2020, NAT 218) *\*Pre/Co-requisite: IEVH 1010*

## **INDUSTRIAL TECHNOLOGY (ITEC)**

### **ITEC 1010 INTRODUCTION TO ENGINEERING (3)**

Explore the fundamentals of engineering and learn useful problem-solving techniques applicable across the diverse fields of engineering; covering topics such as the use of SI units, graphing, flowcharting, introduction to mechanics, statistics, and engineering economics. This course exposes students to the engineering design process, research and analysis, and communication methods to better equip them to pursue a career in STEM. *\*Pre-requisite: MATH 1110 or higher placement with Instructor permission*

### **ITEC 1030 ENGINEERING GRAPHICS, DRAFTING, AND DESIGN (3)**

Enables designers, engineers, and students to become proficient in this powerful and versatile design software. Application modules include part modeling techniques, parametric modeling, assembly of models, designing molds and sheet metal parts, and the reading of technical drawings. By the end of this course students will be proficient enough with the program to take a 3<sup>rd</sup> party exam and become certified with applicable engineering graphics software.

### **ITEC 1110 DRONE FLIGHT I (3)**

Students will be introduced to what is required in drone flying, including applications that drones have in society, work to get you licensed by the FAA with the part 107 license. We will also work to get students familiar with drone technology and the ins and outs of what it takes to operate a drone safely.

### **ITEC 1120 DRONE FLIGHT II (3)**

Students will dive more in-depth about some editing software, mapping software, and get familiar with some of the intricacies of flying. Students will also work towards getting licensed by the FAA with the part 107 license. Students will become familiar with drone technology and the ins and outs of what it takes to operate a drone safely. Students will go more in depth in the mapping process, videography with drones, and real-world applications. *\*Pre-requisite: ITEC 1110*

### **ITEC 1200 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) (3)**

Introduction to basic concepts of vector GIS using several industry specific software programs, including nomenclature of cartography and geography.

### **ITEC 2900 SPECIAL TOPICS (1-3)**

### **ITEC 2990 INTERNSHIP (1-4)**

## **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 1020 TECHNICAL MATHEMATICS (3)**

This course provides the math skills required in career/technical fields. The course includes a review of arithmetic operations, ratios and proportions, algebraic operations, geometrical relationships, and right triangle trigonometry with emphasis placed on applications.

**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 CALCULUS I AND ANALYTIC GEOMETRY (5)**

This course is a study of single variable calculus and analytical geometry. 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 (1-4)** (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 (1-4)** (Previously known as MUS 299)

## **NATIVE AMERICAN STUDIES (NASP)**

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

Students will learn the history of European and American colonialism and its impact on Native Nations. The course will focus heavily on the European Doctrine of Christian Discovery and the impacts that it has had on Native Nations through present day. The focus will be on the analysis of the colonial parameters and constraints that Tribal Nations face daily in working towards Tribal Nation-Building. (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 WORLD VIEWS (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 ARCHIVAL RESEARCH (3)**

This course provides the backgrounds, rationales, and importance of archives, databases, and genealogies and their relevance to Tribal Nation Building; as a research-based course utilizing historical records providing valuable source materials such as tribal census rolls, enrollments, allotment records, treaty provisions, and other archival materials; Archival research includes digital and internet sources, as well as archival research methodologies in the care, recording, locating, retrieving of documents and materials. In addition, field trips are included as part of research methodology. (Previously known as NAS 205)

**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)**

A comparative examination of world views of Native Americans and Western Euro-Americans clashing with the spirituality as expressed by American Indians as a “way of life” as opposed to “religions”. The course examines the traditional belief systems of spiritual expression through the practices and acceptance of dreams, visions, and ceremonies in order to live a life of balance and harmony. Synchronicity and adaptation to western religions as distinctive Native American forms of Christianity are studied in this course. (Previously known as NAS 205)

**NASP 1410 UMO<sup>ŋ</sup>HO<sup>ŋ</sup> LANGUAGE I (4)**

Students will gain a foundation for self-expression with Umó<sup>ŋ</sup>ho<sup>ŋ</sup> Íye-t<sup>h</sup>e, the Umo<sup>ŋ</sup>ho<sup>ŋ</sup> Language. Beyond sounds, words and phrases, students and instructors together build patiently and in connection with orality and contextual knowledge and understanding. (Previously known as NAS 110)

**NASP 1420 UMO<sup>ŋ</sup>HO<sup>ŋ</sup> 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 2010 INTRODUCTION TO TRIBAL NATION BUILDING (3)**

Students will be introduced to the concept of Tribal Nation (Re)building, including the differences between the “Standard” and “Nation-Building” approaches to economic and community development that Tribal nations generally use as well as the five critical success factors of Tribal Nation Building. Students will analyze each of these factors and understand their importance to strengthening Tribal Self-Determination and Sovereignty through sustainable economic and community development. *\*Pre-/Co-requisites: NASP 1010 Introduction to Native American Studies, NASP 1030, and NASP 1040 or by Instructor’s Permission*

### **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 NATIVE AMERICAN COMMUNITY-BASED RESEARCH (3)**

Students will learn community specific culturally appropriate ethics and protocols to conduct human subject-based research. Students will become familiar with IRB processes. Students will collect various kinds of material (video, audio, written) from community members then organize and formulate the collected material into a cohesive whole for appropriate use by oral historians, researchers, and future classes. This course prepares students to do fieldwork and research contributive to Tribal Nation-Building. (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 history and background of the Umo<sup>ho</sup> People beginning with origin stories; the history of interaction and interrelation with other Tribal Nations and peoples; the history of early contact with European fur traders and explorers, encountering treaties, removal, and the reservation system. The course examines the present impact of continued loss of land, cultural and language erosion, in addition to challenging particular treaty stipulations, federal legislation such as P.L. 280, and case law such as Blackbird Bend and Nebraska v. Parker decisions. (Previously known as NAS 206)

### **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 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 2810 CONTEMPORARY NATIVE ISSUES (3)**

The course introduces the student to the contemporary issues’ Native nations and their tribal citizens face each day. The student will learn about contemporary issues of tribal governance, health, economic development, language and culture, history and our-story, environment, socio-political, and education. The students will examine various causation of socio-political, legal, health, environmental, technological, loss of language, culture, and economic problems. Lastly, the student will learn about solutions to these issues while exploring their own ideas to address these problems. *\*Pre-/Co-Requisite: NASP 1010 Introduction to Native American Studies or Instructor’s Permission*

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

**NASP 2990 INTERNSHIP (1-4)** (Previously known as NAS 299)

**NASP 3200 SELF-DETERMINATION AND EDUCATIONAL ASSISTANCE ACT (3)**

The course introduces the student to the *Public Law 93-638, Indian Self-Determination and Educational Assistance Act*, as amended (Act). The student will learn about the historical shift in federal law and policy toward the current era of self-determination policy for Native nations. Students will learn the Act authorizes Native nations to take direct control of federal services offered by the Department of the Interior and Department of Health and Human Services for the benefit of Native nation treaty citizens. Students will learn how Native nations use the Act to strengthen their governments, protect their sovereignty, and provide direct and effective services to their citizens. Lastly, how the Act allows for Native nations to shape these federal programs by using government-to-government agreements that are more responsive to the needs of Native nations. *\*Pre-/Co-Requisites: NASP 3310 Federal Indian Law and Policy, and NASP 2010 Introduction to Tribal Nation Building, BSAD 2700 Business Law I or ENTR 2060 Entrepreneurship Legal Issues, or Instructor's Permission*

**NASP 3310 FEDERAL INDIAN LAW AND POLICY (3)**

The course is an overview and history of the legal principles, doctrines, and underpinnings that are used as the legal foundation which define the government-to-government relationship between the United States of America and Native nations. Students are introduced to the seminal Federal Indian Law cases, legal precedents, and federal legislation that the United States uses as a basis for federal policy when dealing with "Indian Country." Students will examine Federal Indian Law principles used to limit and infringe upon Native nations inherent sovereignty and rights. Moreover, the course examines key topics such as, treaty rights, Native nation civil and criminal regulatory powers and jurisdiction, role of Native nation courts and government, role of the U.S. Supreme Court and congress, the trust doctrine, plenary power, and the power of Native nation lawmaking. *\*Pre-/Co-Requisites: NASP 2010 Introduction to Tribal Nation Building, and NASP 2300 Tribal Government and Politics, or Instructor's Permission.*

**NASP 4310 TRIBAL CONSTITUTIONS AND LAW (3)**

Examines historic and contemporary Tribal Nation constitutionalism and codes used to exercise practical forms of sovereignty, including the 1934 Indian Reorganization Act (IRA). Other forms of governance will be compared against the IRA, such as the Alaska Native Corporation, and the non-IRA constitutional governments used by various Tribal Nations today. The challenges and solutions associated with constitutions, non-constitutions, and corporate charters will be researched and examined. Lastly, the power and use of Tribal Laws used to strengthen the exercise of Tribal sovereignty will be emphasized. *\*Pre-/Co-Requisites: NASP 2010 and 2300*

**NASP 4320 TRIBAL CORPORATIONS, ECONOMIC DEVELOPMENT AND TAXATION (3)**

The student will learn about contemporary tribal economic development, the political, legal, economic, structural, and cultural issues faced by Native nations when developing their economies. Students will learn how these strategic Native nation initiatives can conflict with federal case law, state jurisdiction, and federal policies towards Native nation economic development. Students will examine innovative Native nation-based solutions that emphasize the strategic use of the Native nation's civil regulatory powers. Lastly, the course analyzes the various types of business structures and their respective legal and economic advantages that foster successful Native nation building and economic development efforts strengthening tribal sovereignty. *\*Pre-/Co-Requisites: NASP 3310 Federal Indian Law and Policy, BSAD 1050 Introduction to Business or ENTR 1050 Introduction to Entrepreneurship, BSAD 2700 Business Law I or ENTR 2060 Entrepreneurship Legal Issues, or Instructor's Permission*

**NASP 4330 TRIBAL MANAGEMENT AND LEADERSHIP (3)**

This course has two major components – Tribal Leadership and Tribal Management and it explains at the ways in which managerial styles affect and enhance the development of both the organization and the workers supervised from the perspective of tribal organizations. Issues related to power, motivation, leadership styles, strategic directions unique to tribal organizations are also studied. Contemporary theories, principles and practices of management and supervision relevant to tribal organizations will be presented. *\*Pre-/Co-Requisites: NASP 2010 and NASP 2300*

**NASP 4900 SPECIAL TOPICS (1-3)****NASP 4990 INTERNSHIP (3)**

This course is designed for senior-level Business Administration and Tribal Nation Building majors. A supervised internship that provides an opportunity for students to develop and apply knowledge. Students will gain experience related to the fields of Business Administration and Tribal Nation Building by selecting a Tribal Nation organization, or an organization that serves a Tribal Nation community. The host organization for the student must be approved in advance in consultation with the internship program Division Head or assigned course instructor. The internship can be a paid or non-paid internship.

**NATURAL RESOURCES/ENVIRONMENTAL SCIENCES (NATR)****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 (1-4)****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.

**NURA 1190 MEDICATION AIDE (3)**

This course is designed to prepare the learner to assume the role and responsibilities of the Medication Aide. The curriculum is designed to meet the minimum basic requirements for medication aides in medication administration and pharmacology. Upon successful completion of the course, the student will be eligible to sit for an exam administered by the Nebraska Department of Health and Human Services. Successful completion of this exam will approve the student as a Medication Aide. *\*Prerequisite: NURA 1110*

**NURA 2900 SPECIAL TOPICS (1-3)****NURA 2990 INTERNSHIP (1-4)****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 2000 UNDERSTANDING AND OBSERVING WEATHER (3)**

This course is an introductory look at the essential concepts of meteorology. Principles that govern transfer of energy, atmospheric composition and the greenhouse effect will be discussed. Patterns of temperature and precipitation variability will be explained, along with cloud formation, winds and pressure patterns, severe storms, and weather forecasting techniques. Students will learn weather map

interpretation and cloud identification and will analyze local weather information from on-campus observations. Concepts will be strengthened through development of a weather journal and analysis of Indigenous weather knowledge from local to global communities.

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

**PHYS 2990 INTERNSHIP (1-4)** (Previously known as PHY 299)

## **POLITICAL SCIENCE (POLS)**

**POLS 1000 AMERICAN GOVERNMENT (3)**

A study of the functioning of the American political system through an analysis and application of its underlying theories.

**POLS 1600 INTERNATIONAL RELATIONS (3)**

A survey of actors, institutions, processes, and theories of international relations including a study of contemporary global issues.

**POLS 2900 SPECIAL TOPICS (1-3)**

**POLS 2990 INTERNSHIP (1-4)**

## **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)

**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 (1-4)**

## **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 inequity, stratification, demography, population, and social movements. (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 2010 SOCIAL PROBLEMS (3)**

This course explores empirical data and subjective awareness of current social issues affecting large numbers of people. Students will investigate social responses to social issues, how they manifest and evolve over time through the lens of power, individual agency and social policy. Students will improve their ability to understand and systematically investigate individual, community, institutional and social movement responses to the social conditions.

### **SOCI 2150 EXPLORING UNITY AND DIVERSITY (3)**

This course will help students increase awareness and sensitivity of commonalities and differences among people and acquire knowledge of social structure and inequalities. The course will prepare students to more critically, actively, and effectively participate in an increasingly diverse and global society.

### **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)

### **SOCI 2990 INTERNSHIP (1-4)**

## **SPANISH (SPAN)**

### **SPAN 1010 ELEMENTARY SPANISH I (5)**

This is the 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-based 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 generally covers past tenses and double object pronouns among other grammatical structures. The course allows 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 III (3)**

This is the third course 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 IV (3)**

This is the last course in the language sequence. It 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)*

### **SPAN 2900 SPECIAL TOPICS (1-3)**

### **SPAN 2990 INTERNSHIP (1-4)**

## **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 (1-4)** (Previously known as SPH 299)

## **THEATRE (THEA)**

### **THEA 1010 INTRO TO THEATRE**

An introduction to the forms and functions of the dramatic arts within a historical perspective. Includes an introduction to basic theatre skills as well as an introduction to a range of dramatic literature.

### **THEA 2900 SPECIAL TOPICS (1-3)**

### **THEA 2990 INTERNSHIP (1-4)**

## **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)

### **WELD 2900 SPECIAL TOPICS (1-3)**

### **WELD 2990 INTERNSHIP (1-4)**

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Loretta (Lorie) Broberg, PhD (*Oglala Lakota*) - Business Office Director  
Kim Olsen, MSAS -Workforce Development Director  
Vacant- Director of Institutional Research, Planning, and Effectiveness

### *Faculty*

Becker, Luke- Adjunct Faculty

2018 M.B.A. General Management-Economics, Upper Iowa University  
2014 B.S. Business Management, Iowa State University  
2011 A.A. General Education, Iowa Central Community College

Bickert, Lisa- Adjunct Faculty

2022 Ed.D. Education, Doane University  
2017 Ed.S. Leadership, Doane College  
2013 M.A. Management, Doane College  
1996 B.A. Paralegal Studies and Psychology, College of Saint Mary

Bickert, Nia- Adjunct Faculty

*Yankton-Sioux*

2022 M.S. Nursing/Nursing Leadership, Bryan College of Health Sciences  
2020 B.S.N. Nursing, Bryan College of Health Sciences  
2016 A.D.N. Nursing, Kaplan University  
*RN, State of Nebraska- Department of Health and Human Services*  
*Basic Life Support (BLS)*  
*Pediatric Advanced Life Support (PALS)*

Bird, James (Joey)- Adjunct Faculty

*Sisseton-Wahpeton*

2019 A.A. Dakota Studies, Sisseton Wahpeton College  
Certificate- Dakota Language Teaching, Sisseton Wahpeton College  
Additional graduate credit hours towards M.Ed. in Indigenous Language Revitalization, University of Victoria-  
British Colombia

Bonilla, Alfredo- Mathematics Faculty

2005 M.A. Math Education, Nova Southeastern University  
1995 M.A. Economics, Florida International University  
1993 B.A. Economics, Florida International University

Brafford, Carolyn (Carri)- Business Faculty

*Oglala Lakota*

2018 M.B.A. Business Administration- Executive, University of Wyoming  
2013 B.S. Business Administration, Colorado State University- Pueblo  
*Nebraska Department of Education- Postsecondary Teaching Permit #20220004560*  
*Endorsements: CTE: Business Management and Administration 9-12*

Brasch, Stacy- Adjunct Faculty

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 # 20200001898*  
*Endorsements: English 7-12, Speech 7-12, Superintendent PK-12, Principal 7-12*

Brienzo, Oscar- Pre-Engineering Faculty  
2022 B.S. Biological Systems Engineering, Iowa State University

Brooks, Winsome- Adjunct Faculty  
2020 Ed.D. Organizational Leadership, Abilene Christian University  
2012 M.A. Communication, Texas Southern University  
2009 B.A. Communications, Sam Houston State University

Brummels, Ezechiel (Zeke)- General Liberal Arts Division Head  
Additional graduate credit hours (18) 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  
*Nebraska Department of Education- Postsecondary Teaching Permit #20220007712*  
*Endorsements: History 7-12, English 7-12*

Callahan, Virginia- Adjunct Faculty  
Additional graduate credit hours (25) in Literature, University of South Dakota  
2023 Ed.S. School Administration, Concordia University- St. Paul  
2016 M.A. Differentiated Instruction, Concordia University- St. Paul  
2011 B.A. English and Secondary Education, Mount Marty College  
*Nebraska Department of Education- Teaching Permit #20210007783*  
*Endorsements: 7-12 English Language Arts*

Carlson, Raeanna- Adjunct Faculty  
2019 M.S.E. Curriculum and Instruction- Instructional Leadership/English Education, Wayne State College  
2015 B.S. Education- Secondary English Language Arts, Peru State College  
*Nebraska Department of Education- Initial Teaching Permit #20200005069*  
*Endorsements: English 7-12*

Cerny, Jon- Adjunct Faculty  
1998 Ed.D. Educational Administration, University of Nebraska-Lincoln  
1982 B.S. Education, University of Nebraska-Lincoln  
1992 Certificate in Educational Administration and Supervision, University of Nebraska-Lincoln  
*Nebraska Department of Education- Administrative Permit #20220007712*  
*Endorsements: PK-12 Physical Education, Science 7-12, 7-12 Biology, 7-12 Earth and Space Science, 7-12 Chemistry, Physics 7-12, Superintendent PK-12, Principal K-6, Principal 7-12*

Chavez-Ramirez, Felipe- Adjunct Faculty  
1996 Ph.D. Wildlife and Fisheries Sciences, Texas A & M University  
1992 M.S. Wildlife and Fisheries Sciences, Texas A & M University  
1988 B.S. Biology, Sul Ross State University

Clayton, Emily- Adjunct Faculty  
2003 B.S.N. Nursing, Briar Cliff University  
*Nebraska Department of Education- Teaching Permit #20220005345*  
*Endorsements: CTE: Health Sciences 9-12*  
*RN License # 109277, State of Iowa*

Cortez, Marguerite- Adjunct Faculty  
*Omaha*  
2010 M.S. Education- Curriculum and Instruction, Wayne State College  
2008 B.A. Early Childhood Unified, Wayne State College  
2004 A.A. Early Childhood Education, Nebraska Indian Community College  
*Nebraska Department of Education- Teaching Permit #20230004544*  
*Endorsements: Early Childhood Inclusive, B-3*  
*Nebraska Department of Education- Administrative Permit #20230007414*  
*Endorsement: Principal PK-8*

Davis, Beau- Adjunct Faculty  
2013 B.S. Business/Technology with endorsement in Industrial Technology Education, Wayne State College  
*Nebraska Department of Education- Teaching Permit # 20230003849*

*Endorsements: Skilled and Technical Sciences Field Grades 6-12*

Devore-Wedding, Beverly- Chemistry Faculty

2017 Ph.D. Educational Studies, University of Nebraska- Lincoln  
1980 M.S. Botany, University of Wyoming  
1985 B.S. Science Education, University of Wyoming  
1977 B.S. Botany, University of Wyoming

Dorsey, Morgan- Drone Instructor

2023 B.S. Aviation, University of Nebraska- Omaha  
Concentration: Unmanned Aircraft Systems  
Minor: Business  
2021 Part 107 Remote Pilot #4479301, USA Federal Aviation Administration  
2020 Part 141 Private Pilot #4310416, USA Federal Aviation Administration

Durr, Martha- Climate Science Faculty

2002 Ph.D. Soil Science, University of Minnesota  
1998 M.S. Agronomy, University of Nebraska- Lincoln  
Specialization in Agricultural Meteorology  
2008 B.S. Meteorology, North Carolina State University

Edwards, Carlton- Native American Studies Division Head

*Omaha Tribe of Nebraska and Iowa*

Additional graduate credits earned in History, University of Nebraska-Lincoln  
2009 M.A. American Indian Studies, University of Arizona  
2004 B.A. Native American Studies, The Evergreen State College

Ferry, Nathaniel - Adjunct Faculty

2009 M.A. Education Liberal Studies, State University of New York  
2006 B.S. English Writing and Literature, Wayne State College

Garcia, Maria- Adjunct Faculty

*Omaha*

2015 M.B.A. Business Administration, Bellevue University  
Concentration: Marketing  
2007 B.S. Business Administration of Technical Studies, Bellevue University  
2002 A.S. General Science Studies, Nebraska Indian Community College

Good Bird, Jamie- Adjunct Faculty

*Isanti Dakota/Omaha*

2022 A.S. Associate of Science, Nebraska Indian Community College

Gordon, Binah- Language Curriculum Specialist

2019 Ph.D. Anthropology and Linguistics, The University of Arizona  
2008 M.A. Linguistics, University of Minnesota- Twin Cities  
2003 B.S. Mathematics, Mercer University  
2003 B.A. German, Mercer University  
Minor: Spanish

Graales Geliga, Susana- Adjunct Faculty

*Sicangu Lakota/ Taino*

2021 Ph.D. History, Specialization in Ethnic Studies, University of Nebraska-Lincoln  
2014 M.A. History, Specialization in Great Plains Studies, University of Nebraska-Lincoln  
2007 B.S. K-8 Elementary Education, Oglala Lakota College  
2006 B.S. K-12 Lakota Studies Education, Oglala Lakota College  
2003 A.A. Lakota Studies, Oglala Lakota College  
2001 A.A. Lakota Language, Oglala Lakota College

Hair, Dawn- Adjunct Faculty

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

Hamman, Vincent Eugene- Adjunct Faculty

1991 Ed.D. Curriculum & Instruction, University of South Dakota

1986 M.A. Education, Morningside College  
1984 B.S. Early Childhood/ Elementary, Morningside College  
*Nebraska Department of Education- Teaching Permit # 2018002253*  
*Endorsements: K-12 High ability education, K-6 Elementary, PK-3 Early Childhood Education*  
*Nebraska Department of Education- Standard Administrative Certificate #20230001878*  
*Endorsements: K-12 High ability education, K-6 Elementary, PK-3 Early Childhood Education,*  
*PK-12 Superintendent, K-6 Principal*

Hansen, Theresa- Adjunct Faculty

2021 D.N.P University of Nebraska Medical Center  
2015 M.S. Nursing, Mount Marty College  
2007 B.S. Nursing, Mount Marty College  
Certified Nurse Practitioner License #CP001293, South Dakota Board of Nursing  
APRN- Nurse Practitioner #111971, State of Nebraska- Department of Health and Human Services  
RN (multistate) #66004, State of Nebraska- Department of Health and Human Services

Henke, Leland-Adjunct Faculty

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

Henry, Stephanie- Adjunct Faculty

2011 M.A.T. Science (5-12), Western Governor's University  
1996 B.S. Biology, Briar Cliff University  
1996 B.S. Psychology, Briar Cliff University  
*Nebraska Department of Education- Standard Teaching Permit #20220002532*  
*Endorsements: Biology 7-12*

Henscheid, Haley- Adjunct Faculty

*Omaha*

2024 M.A. Education and Social Policy, New York University  
2017 B.B.A. Management, University of Iowa  
2017 B.A. Spanish, University of Iowa  
2017 Certificate in International Business, University of Iowa

Hinojos, Belinda- Adjunct Faculty

2013 Ph.D. Psychological Studies in Education, University of Nebraska-Lincoln  
Specialization: Counseling Psychology  
2007 M.S. Counseling Psychology, University of Kansas  
2001 B.A. Psychology, University of Kansas  
*LP# 933 State of Nebraska- Department of Health and Human Services*

Holmes, Stevie- Adjunct Faculty

2017 M.S. Environmental Engineering, California State University-Fullerton  
2012 B.S. Geology, South Dakota School of Mines and Technology

Holtgrew, Jennifer- Adjunct Faculty

2022 M.A. Library and Information Science, University of Iowa  
2012 M.A. Historical Studies- Native American, Nebraska Wesleyan University  
2000 M.S. Technology in Education, University of South Dakota  
1997 B.A. English, Iowa State University  
Minor: History  
*Nebraska Department of Education- Teaching Permit # 2013006590*  
*Endorsements: English Language Arts, Grades 7-12*

Hulstein, James- Adjunct Faculty

Additional graduate credits at University of Colorado- Colorado Springs in Economics (18)  
2014 M.A. History, University of Nebraska-Omaha  
Minor: Native American Studies  
Additional graduate credits at University of Nebraska-Omaha in Geography (18)  
Additional graduate credits at University of Nebraska-Omaha in Political Science (18)  
2007 B.S. Education, University of Nebraska-Omaha  
*Nebraska Department of Education- Teaching Permit # 20230003833*  
*Endorsements: Social Science, Grades 7-12*

Hussaini, Qudsia- Instructor/Teaching Assistant/Tutor  
 Additional graduate credits (7) earned in Biotechnology, North Dakota State University  
 1994 B.S. Biotechnology, North Dakota State University  
 1994 B.S. Microbiology, North Dakota State University  
 1978 B.Ed. Education in Science and Math, Osmania University (India)  
 1976 B.S. Botany, Zoology and Chemistry, Osmania University (India)

Johnson, Grace- Adjunct Faculty  
*Oglala Lakota*  
 2014 M.S. Clinical Counseling, Bellevue University  
 1996 B.A. Psychology, Creighton University  
 Certificate- Alcohol and Drug Counselor, Nebraska Department of Health and Human Services (Exp: 09/01/2024)  
 Certificate- Independent Mental Health Practitioner, Nebraska Department of Health and Human Services  
 (Exp: 09/01/2024)

Kosola, Shelley- Instructor/Teaching Assistant/Tutor  
 2018 A.S. General Science Studies, Nebraska Indian Community College

Kramer, Teri- Adjunct Faculty  
 2019 Ph.D. English- Creative Literary Studies, University of South Dakota  
 2016 Post-Baccalaureate Secondary Education Certification, University of South Dakota  
*Nebraska Department of Education- Provisional Teaching Permit # 2019011723*  
*Endorsements: Secondary English, Grades 7-12*

Krogman, Calvin- Adjunct Faculty  
*Sicangu Lakota*  
 2013 Ed.D. Educational Administration, University of South Dakota  
 Specialization: Adult & Higher Education  
 2009 M.S. Mathematics, University of South Dakota  
 2007 B.S. Mathematics, University of South Dakota  
 Minor: Biology

Kruse, Luke- PNC Adjunct Faculty  
 2017 M.E. Adult Education Management and Administration, Northwestern Oklahoma State University  
 2007 B.S. Secondary Education, Oklahoma State University  
 2015 A.A. Social Sciences, Northern Oklahoma College

Leathers, Paul- Adjunct Faculty  
 2002 B.S. Industrial Technology Education, Wayne State College  
 1989 A.A.S. Automotive Technology, Northeast Community College  
*Nebraska Department of Education- Teaching Permit # 2019003026*  
*Endorsements: 7-12 Skilled and Technical Sciences*

Leshner, Christine- Dean of Enrollment Management  
*Cherokee Nation*  
 Additional graduate credits (15) earned towards Ed.D. in Adult and Higher Education, University of South Dakota  
 2003 M.A. Educational Psychology/Counseling, University of South Dakota  
 1999 M.A. Secondary Education, University of South Dakota  
 1998 B.S. English, University of South Dakota  
 Minor: Mass Communications  
 2003 Nationally Certified Counselor, National Board of Certified Counselors  
 2003 *South Dakota Department of Education- State Certified Teacher and School Counselor*

Lingle, Devin- Adjunct Faculty  
 RN, State of Nebraska- Department of Health and Human Services  
 2017 A.A.S. Nursing, Western Iowa Technical Community College  
 2014 Diploma in Practical Nursing, Western Iowa Technical Community College  
 2010 Certificate in Medication Aide, Northeast Community College  
 2009 Certificate in Certified Nursing Assistant, Northeast Community College

Long, TommyShawn- Information Technology Faculty  
 Additional graduate credits in Learning, Design, and Technology, emphasis in Universal Design- Oklahoma State University  
 2020 M.S. College Student Development, Arkansas State University

2015 M.S. Computer and Information Science, Southern Arkansas University  
2013 B.S. Computer and Information Technology, Arkansas State University  
*Nebraska Department of Education- Post-secondary Teaching Permit #20240000370*  
*Endorsements: 9-12 CTE: Information Technology*

Lovejoy Brown, Elizabeth (Liz)- Human Services Division Head  
*Omaha*

2021 M.S.W. Social Work, University of Iowa  
2017 B.S. Behavioral Health, University of Nebraska-Omaha  
2022 Certificate in Introductory Tribal Finance and Accounting, Oklahoma State University  
2021 Certificate in Tribal Grants Management, Falmouth Institute

Magpie, Sami- Adjunct Faculty  
*Oglala Lakota*

2021 M.S.W. Social Work, University of Iowa  
2017 B.A. Social Work, University of Northern Iowa  
2015 A.A. Liberal Arts, Marshalltown Community College

Mallory, Travis- Adjunct Faculty  
*Winnebago Tribe of Nebraska*

2020 B.S. Child, Youth and Family Studies, University of Nebraska-Lincoln  
Minor: Sociology  
2019 Certificate, Fatherhood is Sacred®, Motherhood is Sacred Program®, Native American Fatherhood & Families Association

McKillip- Erixson, Barbara-Tutor/Adjunct Faculty  
*Omaha*

1987 M.Ed. Educational Administration, University of Nebraska-Lincoln  
1980 B.S. Mathematics, University of Nebraska-Lincoln

Miller, Henry (Dakota)- Adjunct Faculty

Additional credits (18) towards PhD in Communication Studies, University of Georgia  
2020 M.A. Communication Studies: Rhetoric and Civic Engagement, Colorado State University  
2018 B.S. Speech Communication: Organizational Leadership and Public Relations, Wayne State College  
2018 B.S. Sociology, Wayne State College  
Minor: International Studies; Public and Global Health

Miller, Henry (Hank)- Science Faculty

2009 M.S. Biological Sciences, South Dakota State University  
1990 B.A. Education, Wayne State College  
Endorsements: Health & Physical Education and Coaching  
Minor: Biology

Miller, Lauren- Adjunct Faculty

2019 M.A.E. Art with emphasis in Classroom Education, University of Nebraska-Kearney  
2012 B.S. Art Education, University of Nebraska-Lincoln  
*Nebraska Department of Education- Teaching Permit # 2017002063*  
*Endorsements: Art, PK-12*

Miller, Megan- Instructional Designer

2023 M.S.E. Curriculum and Instruction, Wayne State College  
2017 M.A. Sociology, New Mexico State University  
2014 B.S. Sociology, Wayne State College  
2014 B.S. English, Wayne State College  
Minor: Art  
*Nebraska Department of Education- Post-Secondary Teaching Permit #20240001044*  
Endorsement: Sociology 7-12, CTE: Education and Training 9-12

Mohlfeld, Kathy- Adjunct Faculty

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*

Montgomery, Russell- Greenhouse Facility Manager  
2011 B.S. Agricultural Economics with concentration in Agribusiness Management, Tarleton State University

Morris, Wynema- Native American Studies Faculty  
*Omaha*  
1976 M.A. Teaching of English as a Second Language, Northern Arizona University

Murie, Kim- Adjunct Faculty  
*Pawnee Nation of Oklahoma/ Ioway*  
2015 M.J. Indian Law, University of Tulsa  
2007 B.S. Business Administration- Management Information Systems, Oklahoma State University

Murie-Mazariegos, Maeghan- Math/Science Division Head  
*Pawnee Nation of Oklahoma/ Ioway*  
2022 Ph.D. Neuroscience, University of Wisconsin-Madison  
2016 B.S. Biochemistry & Molecular Biology, Oklahoma State University  
2016 B.S. Chemistry, Oklahoma State University  
*Nebraska Department of Education- Teaching Permit #20230012516*  
*Endorsements: Biology 7-12, CTE Health Sciences 9-12*

Nash, Susan- Adjunct Faculty  
1996 Ph.D. English, University of Oklahoma  
Additional graduate credits earned (21) in Economics through Texas A&M and University of Oklahoma  
1989 M.A. English, University of Oklahoma  
1981 B.S. Geology, University of Oklahoma

Nelson, Dwight- Adjunct Faculty  
2016 M.E. Teaching and Learning, Midland University  
2002 B.A. Physical Education, Dana College  
*Endorsements: Physical Education (K-12) and Coaching*

Nelson, Kim- Adjunct Faculty  
1994 M.B.A. Business Administration, University of South Dakota  
Additional graduate credit hours (13) earned at Augustana College in Information Technology  
Additional graduate credit hours (6) earned at University of South Dakota in Information Technology  
1989 B.S.E. Business Education, Dakota State University  
1984 B.S. Business Management, University of South Dakota  
*Nebraska Department of Education- Teaching Permit #2015004474*  
*Endorsement: Business, Marketing, Information Technology, Grades 6-12*  
*Endorsement: Work-Based Learning, Grades 9-12*

Olsen, Kim- Workforce Development Director  
1995 M.S.A.S. Administrative Studies, University of South Dakota  
Emphasis in Human Resources  
1982 B.A. Therapeutic Recreation, University of Northern Iowa

Page, Patti- Education Faculty  
Additional graduate credit hours earned at Capella University  
2004 M.A. Education/E-Education, University of Phoenix  
2000 B.S. Elementary Education, Rocky Mountain College  
1976 B.A. English, Rocky Mountain College

Palmer, Steven (Steve)- Business Faculty  
1980 J.D. Law, Creighton University  
1991 M.B.A. Business, Creighton University  
1977 B.A. Political Science, Creighton University

Parker, Karen- Adjunct Faculty  
2017 Ed.S. Special Education Administration, University of South Dakota  
2011 Ed.S. School Psychology, University of South Dakota  
2008 B.S. Psychology, University of South Dakota  
*Nebraska Department of Education- Standard Teaching Permit #20220006431*  
*Endorsements: School Psychologist*  
*Nebraska Department of Education- Administrative Permit #20230008264*

*Endorsements: SPED Supervisor*

Pratt, Warren- Adjunct Faculty

*Pawnee*

2021 M.T.S. Theological Studies, Midwestern Baptist Theological Seminary  
2017 M.S. Native American Leadership, Southeastern Oklahoma State University  
2003 B.S. Elementary Education, Haskell Indian Nations University  
1998 A.A. Social Science- Behavioral Science, Northern Oklahoma College  
2010 Pawnee Language Teaching Certificate, Pawnee Nation of Oklahoma

Provost, Patricia (Patty)- Adjunct Faculty

*Winnebago*

1991 A.A General Liberal Arts, Nebraska Indian Community College

Quandt, Richard- Adjunct Faculty

2019 Flight Instructor #1767084CFI, USA Federal Aviation Administration  
Airplane single engine; instrument plane; rotorcraft-helicopter  
2008 Airline Transport Pilot # 1767084, USA Federal Aviation Administration  
Airline multiengine land (CE-500; CE-525S; CL-605; DA-10; DA-20; DA-EASY; SA-227)  
Commercial privileges (Airplane single engine land; Rotocraft-helicopter)

Rajasekar, James- Adjunct Faculty

2000 D.B.A. Business Administration, Golden Gate University  
1990 M.A. Commerce, University of Madras  
1998 B.A. Commerce, Bharathiar University

Rajasekar, Vijayalakschmi (Viji)- Paraeducator/Pre-Teacher Education Division Head

2017 M.Ed. Special Education, California University of Pennsylvania  
Concentration in Applied Behavior Analysis  
1993 M.Phil. Commerce and Management, University of Madras  
1990 M.Com. Commerce, Madras Christian College  
1988 B.Com. Commerce and Management, University of Madras  
*Nebraska Department of Education- Post-secondary Teaching Permit # 20240011653*  
*Endorsements: CTE Education and Training (9-12)*

Ras, Ronda- Adjunct Faculty

2007 M.S.E. School Counseling 7-12, Wayne State College  
1995 M.A.E. English, Wayne State College  
1990 B.A. Education, Wayne State College  
Endorsement: Language Arts, Coaching  
*Nebraska Department of Education- Teaching Permit # 2017002222*  
*Endorsements: 7-12 English Language Arts, 7-12 School Counselor*

Ross, Crystal- Archery Instructor

*Omaha/Rosebud Sioux/Otoe-Missouria*

Additional credits toward B.A. at Wayne State College  
2016 A.A. Human Services, Nebraska Indian Community College  
2003 A.A. Early Childhood Education, Nebraska Indian Community College  
2019 Certificate- USA Archery Level 2 Instructor, National Field Archery Association

Saunsoci, Andre (Paso<sup>tho</sup> No <sup>zhi</sup>) - Omaha Language Instructor

*Omaha*

2019 Umó<sup>ho</sup> Íye Wagó<sup>ze</sup>-Certificate of Umó<sup>ho</sup> Íye Teaching Ability, Omaha Tribe

Schlichting, Rebekka- Adjunct Faculty

*Ioway/Sac & Fox*

2016 M.A. Journalism and Mass Communications, University of Nebraska-Lincoln  
2014 B.A. Journalism, University of Kansas  
Minor- English

Snake, LaVonne- Instructor/Teaching Assistant/Tutor

*Winnebago*

2014 A.S. Indigenous Science- Environment, Little Priest Tribal College  
2014 A.S. Indigenous Science- Health, Little Priest Tribal College

Spawn, Matthew- Adjunct Faculty

2017 B.S. Industrial Technology Education, Wayne State College  
Supplemental Endorsement: Work-based learning  
1998 A.A.S. Manufacturing Engineering, Southeast Community College-Milford  
*Nebraska Department of Education- Teaching Permit #20230004310*  
*Endorsements: 6-12 Skilled & Technical Sciences, 9-12 Work Based Learning*

Starkel, Angela (No<sup>n</sup>de I<sup>n</sup>gtho<sup>n</sup> Hato<sup>n</sup> Wa'u)- Adjunct Faculty

*Ponca Tribe of Nebraska/Oglala Lakota*

2000 B.S. Agriculture, University of Nebraska-Lincoln  
Specialization: Animal Science- Management Production  
2022 Ponca Language, Culture, History Teacher Certification through Tribal Resolution #22-04, Ponca Tribe of Nebraska  
2019 Umó<sup>ho</sup><sup>n</sup> Íye Wagó<sup>n</sup>ze-Certificate of Umó<sup>ho</sup><sup>n</sup> Íye Teaching Ability, Omaha Tribe

Storm, Dusti- Nursing Program Coordinator

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*

Sturges, Brandon- Adjunct Faculty

2022 M.S. Ed. Educational Leadership K-12, Northwest Missouri State University  
2010 B.A. Art Education, Morningside University  
*Nebraska Department of Education- Teaching Permit #20200008922*  
*Endorsement: Art PK-12*

Sudbeck, Kristine- Dean of Academic Affairs

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

Swalley, Lizzie- Adjunct Faculty

*Isanti Dakota*

2012 M.A. Historical Studies, Nebraska Wesleyan University  
Native American concentration  
2007 B.S. Education and Human Services- Middle School Education, University of Nebraska-Lincoln  
Concentration: ESL/Social Studies  
2008 Dakota Language Teaching Certificate, Santee Sioux Nation  
*Nebraska Department of Education- Standard Teaching Permit #20220010131*  
*Endorsements: English Language Arts 5-9, English as 2<sup>nd</sup> Language K-12, Social Science 5-9, Middle Level 5-9*

Thoene, Brenda- Adjunct Faculty

2018 M.A.E. Curriculum and Instruction, University of Nebraska- Kearney  
Concentration: English as a Second Language  
2013 M.A.E. Spanish Education, University of Nebraska- Kearney  
2006 B.S. Social Work Comprehensive, University of Nebraska- Kearney  
*Nebraska Department of Education- Standard Teaching Permit #20200004704*  
*Endorsements: World Language, Spanish, and English as a Second Language*

Thomas, Redwing- Dakota Language Instructor

*Isanti Dakota*

2005 Santee Sioux Nation Teacher Certificate  
Endorsements: Dakota Language (K-12), Dakota Philosophy (K-12), Dakota Culture (K-12), Dakota History (K-12)

Tyndall, Karen- Omaha Language Instructor

*Omaha*

Urquidi, Kodi-Adjunct Faculty

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

**Warrior, Keli- Adjunct Faculty**

*Southern Ponca/Omaha*

Additional graduate credit hours in Clinical Mental Health Counseling, Doane University  
2018 B.A. Indigenous and American Indian Studies, Haskell Indian Nations University  
2016 A.A. Liberal Arts, Haskell Indian Nations University  
2020 Certificate, Fatherhood is Sacred®, Motherhood is Sacred Program®, Native American Fatherhood & Families Association

**White, Jada- Adjunct Faculty**

Additional graduate credit hours towards PhD in School Psychology, The University of Tennessee  
2019 M.S. Teacher Education, The University of Tennessee  
Concentration in Applied Behavior Analysis  
2017 B.A. Interdisciplinary Studies, Georgia State University  
Concentration in Human Learning and Development

**Wolfe, Taria- Business Division Head**

*Omaha*

2015 M.P.A. Public Administration, Bellevue University  
2007 B.A. Health Administration and Policy, Creighton University  
Minor: Sociology  
*Nebraska Department of Education- Post-secondary Teaching Permit # 20230012737*  
*Endorsements: Business*



*NICC Employees attending the Native Languages Summit including (L-R): Vanessa Hamilton, Lani-Moran Samqua, Dr. Binah Gordon, and Misty Flowers.*

### **Staff**

Gregory Bass III, (Winnebago), BS- Human Resources Specialist  
Michael Berger, BA- Grant Writer  
Noelle Carrillo\*, AS (Omaha)- Executive Assistant to the President  
Michael Channell (Lakota)- APEX Director  
Kenny Derby (Ihanktowan)- Indianpreneurship Assistant  
Ed Encinas (Omaha)- GED Instructor  
Monica Fowler, BA – Accounts Payable  
Debra Grant\*, BS (Omaha)- APEX Macy Counselor  
Mike Grant (Omaha)- APEX Counselor  
Nettie Grant-Sikyta, MSOM (Omaha)- Grants Administrator/ Procurement Specialist  
Raquel Grimaldo\*, AA – South Sioux City Campus Student Services Advisor  
Vanessa Hamilton\*, BA (Omaha/Yankton) – Extension Coordinator at Macy Campus  
Sariah Harlan, BA, (Omaha)- Community and Non-Credit Education Coordinator  
Theresa Juarez\*, AA, (Ponca Tribe) - Administrative Assistant to the Dean of Academic Affairs  
Heather Larsen, MA (Sisseton Wahpeton)- APEX Administrative Assistant  
Jeff Lundeen, Director of Facilities Operation  
Cheryl Maloney, BA (Cherokee)- PT GED Instructor  
Lani Moran-Samqua\*, AA, AS (Omaha/Rosebud Sioux)- Archiving Assistant  
Troy Munhofen\*, BS (Yankton Sioux) - Registrar  
Anjanette RedOwl (Isanti Dakota)- Santee Campus Maintenance Manager  
Crystal Ross\*, AA (Omaha/Rosebud Sioux/Otoe-Missouria)- Dual-Credit Student Services Advisor  
Yasmeen Sandoval\*, AS (Isanti Dakota)- Student Records Assistant  
James Schrock, BA- Payroll Clerk  
Athia Sikyta, BA (Omaha) - Accounts Receivable/Student Billing Clerk  
Lizzie Swalley, MA (Isanti Dakota) - Santee Campus Maintenance Manager  
Andrea Thomas\*, AA, AS (Ponca Tribe of NE/ Omaha) - Financial Aid Advisor  
Roger Trudell\*, AA (Isanti Dakota)- Extension Coordinator for Santee Campus  
Steven Turner (Omaha)- Macy Campus Maintenance Manager  
Susan Tyndall\*, AA (Omaha)- Macy Campus Librarian  
Anthony Warrior\*, BS, (Absentee Shawnee)- Indianpreneurship Program Director  
Chastity Warrior\*, AA - Extension KZYK Radio Coordinator at Santee Campus  
Rex Webster (Winnebago/Omaha) - Tribal Wireless Install Coordinator  
Janelle Wolfe\*, AA (Omaha) - Macy Campus Student Services Advisor  
Dana Yunker, AA (Isanti Dakota)- Santee Campus Student Services Advisor

\*NICC Alumni