



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Dakota Nation

Think Dakota • Live Dakota

ANNUAL REPORT 2010-2011

Mission Statement

To provide educational opportunities, at the community college level, including vocational and technical training. As a tribal community college, we emphasize the teaching and learning of Dakota culture and language toward the perpetuation of the Spirit Lake Dakota Nation. The goal is student independence and self-sufficiency through academic achievement.

Vision Statement

Through the education and training of its residents a strong and viable Dakota community that enjoys physical, mental, emotional and spiritual wellness and growth.

Charter

CCCC is chartered by the Spirit Lake Dakota Nation, with a five member Board of Regents appointed by the Spirit Lake Tribal Council. The Board of Regents is empowered via the Charter, to grant degrees to qualified applicants upon the completion of the Board approved curriculum in compliance with HLC, NCA. The Board of Regents formulates and implements administrative policies and procedures for the operation of the institution.

Accreditation

CCCC is accredited through The Higher Learning Commission (HLC), North Central Association of Colleges and Schools (NCA) and is a member of the American Indian Higher Education Consortium (AIHEC) and the North Dakota Association of Tribal Colleges (NDATC).



Board of Regents

Paul Yankton, Jr.
Chairman, Ft. Totten

Jeanette Herald
Board Member, St. Michael

Iris Cavanaugh
Board Member, Crowhill

Alberta Redfox
Vice-Chair, Woodlake

Wicahpi Tawacinhehomni
Board Member, Ft. Totten

Spirit Lake Tribal Council

Roger Yankton, Sr.
Chairman
Darwin Brown
Vice-Chair, St. Michael Representative
Yvonne DuBois
Crowhill Representative

Joel Redfox Sr.
Woodlake Representative
Clarice Brownshield
Fort Totten Representative
Justin Yankton
Secretary/Treasurer

Message from President

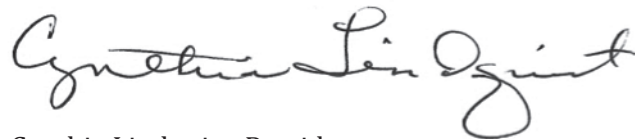
December 2011

The intent and purpose of an annual report is to document and provide accountability to the various stakeholders of the organization. As a tribal community college, Cankdeska Cikana Community College (CCCC) has many stakeholders. First and foremost is our community – the Spirit Lake Dakota Nation – including the elected Tribal Council and all tribal members. Another significant stakeholder group is the students. All work emanates from the needs and desires of the students who attend CCCC. The sources of funding to operate CCCC also have a right to know that our institution has integrity and functions according to standards that are transparent.

I am most pleased to present the CCCC annual report for fiscal year 2011 (Oct 2010 – Sept 2011) and hope you enjoy reading about our work, the success of our students, and the many support services we provide toward positive student outcomes. Our Tribe's community college continues to expand, improve, and instill high standards of accountability and achievement for all work. The financial audit for the year continues with the ninth year of no material findings!

Please review and share this report with your friends and family. Should you have any questions, please contact us to respond or to clarify. Most importantly, think about enrolling at CCCC! Come take a class in Dakota language or culture, or a course on computers or in whatever area of interest you may have to learn more or to improve your skills. We truly believe that you can, *Start Here, Go Anywhere!*

Mitakuye Oyasin...all my relations.



Cynthia Lindquist, President
Sunka Wakan Wichahpi Winyan





Student Academic Success

CCCC Acknowledges the importance of dedication, determination, and discipline in academic endeavors and awards the following deserving students who have distinguished themselves by their high scholastic achievement. In order to be eligible, students must have been enrolled full-time, have no incomplete grades, and completed all attempted credits.

2011 Spring Semester

President's List - 3.7 to 4.0 gpa

- Michael Brazil
- Craig Brown, Jr.
- Christopher Cavanaugh
- Dara Charboneau
- Patricia Christianson
- Jade Frier
- John Gaking
- Brittany Iceman
- Marcella Knutson
- Charles Lambert
- Jada Longie
- Samuel Merrick, Sr.
- Bibbie Mudgett
- Solomon Peltier
- Mitchell Poulson
- Norma Robertson
- Tina Ross
- Shayna Sherman
- Felicia St. Pierre
- Tonya Teel
- Sacheen Thompson

Dean's List - 3.25 to 3.69 gpa

- Clara Azure
- Samuel Azure
- Melissa Burshia
- Demi Butts
- Arthur Carmona
- Christina Colon
- Shantel Dubois
- Madeline Harrison
- Magdeline Harrison

- Dusty Joshua
- Russell Littleghost
- Ernesta McKay
- Dustin McKay
- Jolene Murphy
- Thomas Ott
- Patrick Schmid
- Amanda Sherman
- Patrick St. Pierre
- Sarah Thompson
- Yolande Thompson
- Lindsey WalkingEagle
- Janet White
- Lynelle Whiteman

2011 Fall Semester

President's List - 3.7 to 4.0 gpa

- Craig Brown, Jr.
- Melissa Burshia
- Waynita Chaske
- Christina Colon
- John Gaking
- Madeline Harrison
- Magdaline Harrison
- Julius HolyBear
- Marcella Knutson
- DeShawn Lawrence
- Rodney Martin
- Ernesta McKay
- Jolene Murphy
- Ashley Peltier
- Norma Robertson
- Tina Ross
- Shayna Sherman



Dean's List - 3.25 to 3.69 gpa

- Sarah Thompson
- Elizabeth Walker
- Clara Azure
- Jason Bellanger
- Teresa Blueshield
- Demi Butts
- Patricia Christianson
- Rochelle DeCoteau
- Shantel Dubois
- Samantha Fox
- Leslie Guy
- Presley Howard
- Phaedra Jackson

- Laura LaCroix
- Lois Leben
- Russell Littleghost
- Dustin McKay
- Amanda Mindt
- Brenda Myrick
- Robert Redroad, Jr.
- Jimmie Robinson
- Nicole Solwey
- Darlys Teel
- Grace Thumb
- Lindsay WalkingEagle
- Janet White

CCCC Graduating Class 2011

Alberts, Maurice
Blueshield, Teresa
Burshia, Melissa
Cavanaugh, Christopher
Chaske, Waynita
Christianson, Patricia
DeCoteau, Rochelle
DuBois, Shantel
Fox, Samantha
Frier, Jade
Gaking III, John
Howard, Presley
Howard, Rani
Iceman, Brittany
Knutson, Marcella
LaCroix, Laura
Lawrence, DeShawn
Littleghost, Russell
Martin, Rodney
McKay, Ernesta
Meade, Spring
Merrick Sr., Sam

AA Liberal Arts
AA Liberal Arts
AA Indian Studies
AA Liberal Arts
AS Pre-Nursing
AA Indian Studies
AA Liberal Arts
AS Pre-Nursing and AA Liberal Arts
AA Liberal Arts
AA Indian Studies
AA Liberal Arts
AA Accounting
AA Business Administration
AA Liberal Arts
AA Early Childhood Education
AA Liberal Arts
AAS Computer Applications
AA Liberal Arts
AS Natural Resource Management
AA Liberal Arts
AS Pre-Nursing
AA Liberal Arts

Myrick, Brenda
Navarrete, Lauren
Ott, Roberta
Poulsen, Mitchell
RedDay, Chantel

RedOwl, Nellie
Robertson, Norma
Robertson-Smith, Roberta

Shaw, Mena
Solwey, Nicole
St. Pierre, Patrick
Teel, Darlys
Thomas, Michelle
Thompson, Sacheen
Thumb, Grace

Thiele, Darla

Walker, Elizabeth
Yankton, Paula
Azure, Samuel

AA Liberal Arts
AS Natural Resource Management
AA Liberal Arts
AA Liberal Arts
AA Liberal Arts and
AS Natural Resource Management
AA Liberal Arts
AA Early Childhood Education
AA Liberal Arts and
AA Business Administration
AA Liberal Arts
AA Liberal Arts
AA Liberal Arts
AA Business Administration
AS Pre-Nursing
AA Liberal Arts
AS Natural Resource
Management
AA Liberal Arts and
AA Indian Studies
AA Liberal Arts
AAS Office Technology
Carpentry Certificate

Bellanger, Jason
Thompson, Albert

Smith, Austin
Peltier, Sharon
Peltier, Solomon

Carpentry Certificate
Carpentry Certificate and
Finish Carpentry
Certificate
Finish Carpentry
Medical Assistant Certificate
Medical Assistant Certificate



**DeShawn
Lawrence**
CCCC's 2011
American Indian
College Fund
Outstanding
Student of the Year

DeShawn is an enrolled member of the Spirit Lake Dakota Nation. She is the daughter of Ambrose Lawrence and Rochelle Cavanaugh. DeShawn says "she chose CCCC because the faculty and staff are very supportive with my educational goals." She was selected based on her education and career goals, academic achievement, faculty recommendations and involvement with campus organizations.

DeShawn received a \$1,000 scholarship to be used for tuition, fees, room and board, books or any other educational needs. In addition to the monetary award, the distinction of being named Student of the Year is considered a prestigious recognition for the student. DeShawn was honored at the annual American Indian Higher Education Consortium (AIHEC) Spring Conference in Bismarck, ND. The purpose of the award is to create an initiative for student excellence by recognizing one outstanding student from each of the eligible AIHEC tribal colleges.

The criteria for selection of this award requires that the student be enrolled at an eligible tribal college (affiliated via AIHEC), full time status, the student should have demonstrated community service and volunteer work, maintain a minimum of 3.0 GPA, must not have received a previous associates degree, and be of American Indian/Alaskan Native Heritage.



2011 Cankdeska Cikana Graduates



Student Union/Wellness Center/Amphitheater

Cankdeska Cikana Community College (CCCC) was awarded two US Department of Education, Title III construction grants under the Tribal Colleges and Universities Program (TCUP) to build a Multi-Purpose Complex for CCCC that included two separate projects – phase one for a gym and phase two for an amphitheatre. The new regulation-size gymnasium includes, indoor walking/jogging track, a fitness center, showers, a student union center with food service.

The second phase of the Multi-Purpose Complex was for an indoor amphitheatre that seats up to 500 people. The amphitheatre will be used for theatre arts, musical performances, educational and community forums, as well as for CCCC graduations and other events.

Grand Opening Guests:

Chairman Paul Yankton, Jr., CCCC Board of Regents

Marty Alex, Spirit Lake Tribal Administrator representing Spirit Lake Council

Dr. Lionel Bordeaux, President, Sinte Gleske University, Mission, SD

Dr. David Gipp, President, United Tribes Technical College, Bismarck, ND

Earl Pomeroy, Esq, former ND Congressman, Senior Counsel, Alston+Bird LLP, Washington, DC

Elizabeth Cook-Lynn, Renowned Dakota Author

Billy Mills, Olympic Gold Medalist

James & Ernie, Native American Comedy Duo







Revenue and Expense Comparison

**CANKDESKA CIKANA COMMUNITY COLLEGE
REVENUE AND EXPENSE COMPARISON
FOR THE YEARS ENDED SEPTEMBER 30**

	2011	2010	2009
REVENUES:			
Federal	\$ 6,699,919	\$ 6,300,652	\$ 5,695,819
Tuition & Fees	\$ 438,440	\$ 411,268	\$ 373,704
Other	\$ 977,481	\$ 1,232,385	\$ 333,686
TOTAL REVENUES	\$ 8,115,840	\$ 7,944,305	\$ 6,403,209
EXPENSES:			
Salaries	\$ 3,069,786	\$ 2,669,718	\$ 2,450,464
Employee Benefits	\$ 823,758	\$ 721,867	\$ 651,376
Travel and Training	\$ 197,664	\$ 199,057	\$ 227,450
Repairs/Maintenance	\$ 32,167	\$ 30,098	\$ 40,248
Supplies	\$ 488,072	\$ 479,330	\$ 563,485
Contractual	\$ -	\$ 504,095	\$ 291,274
Payments to Students	\$ 964,294	\$ 832,183	\$ 557,202
Other Operating	\$ 2,036,753	\$ 1,002,554	\$ 967,283
Depreciation	\$ 454,394	\$ 366,253	\$ 327,898
TOTAL EXPENSES	\$ 8,066,888	\$ 6,805,155	\$ 6,076,680
NONOPERATING REVENUES:			
FEDERAL	\$ 2,851,874	\$ 3,796,874	\$ 560,088
INVESTMENT INCOME	\$ 104,850	\$ 105,097	\$ 148,394
INCREASE IN NET ASSETS	\$ 3,005,676	\$ 5,041,121	\$ 1,035,011

--The fluctuation in Increase in Net Assets comes from campus facility expansions.

2010 - August 2010 - *Sacred Children's Place* (the Early Childhood Learning Center) was completed (11,360 sq ft)

2011 - September 2011 - The wellness center/student union/ cafeteria & amphitheater was completed (36,200 sq ft)

Construction in progress:

--Hallway project to connect campus (Summer 2012)

2011 marks the 9th consecutive year with clean audits - no material findings.

Wiconi Ohitika Project



The Wiconi Ohitika Youth Suicide Prevention Project, serving youth on the Spirit Lake Nation, is a culturally enriched approach to youth suicide prevention, based on the culture, language, values and history of the Spirit Lake Dakota (Mni Wakan Oyate), promoting positive self-identity, increased self-esteem, and increased knowledge of the Dakota way of life. Its primary purpose is to provide suicide prevention education that will save lives and help survivors of suicide recover from tragic loss. Wiconi Ohitika's four goals, with objectives, are:

Goal 1. Increased awareness of suicide, its risk factors, protective factors and suicide prevention.

Goal 2. Increased identification of youth at risk, referral to appropriate resources, and follow-up.

Goal 3. Increased youth, family, and community engagement.

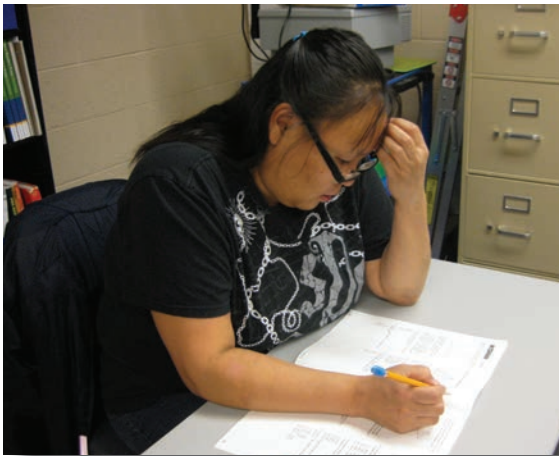
Goal 4. Effective and efficient program implementation and sustainability.

The strategies were selected to meet the projects' goals and objectives: Awareness Activities, PSAs, videos, Sources of Strength; Community engagement—Suicide Prevention Coalition, Gatekeeper Training (QPR, ASIST), and Youth—American Indian Life Skills, Sources of Strength, and Cultural Activities. Strategies were selected based on whether they were evidence based and culturally appropriate for American Indian youth, their families, and their community.



Adult Learning Center (GED Program)

Cankdeska Cikana Community College's GED program is funded by the state of North Dakota and served two hundred and seventy seven students in 2011. Students must attend at least 12 classroom hours a week to qualify for the state program. 56 students qualified for the program. We had sixteen graduates as of November 3rd. Twelve of these students are now attending classes at CCCC.



Land Grant



Cankdeska Cikana Community College was granted land-grant status under an Act of Congress in 1994. The USDA National Institute for Food and Agriculture supports the 1994 Land Grant mission to serve native communities through higher education programs involving education, extension, and research.

The Tribal Colleges Endowment Fund supports the delivery of culturally relevant environmental education to students and extended community via service learning opportunities in community gardening, campus landscaping and sustainability.

Enriching Spirit Lake Agricultural and Natural Resources is an academic curriculum funded by the USDA Tribal College Equity Program offers a culturally appropriate place-based curriculum that integrates Dakota culture into experiential learning activities that generate community interest and involvement. Eligible students may receive stipends to help support their academic endeavors in an Associate of Natural Resource Management degree program that includes active student engagement in community-based projects.

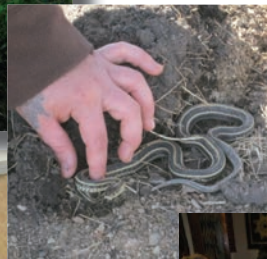
The *Food & Nutrition Education* project utilizes funds from the USDA Tribal College

Extension Program to provides food & nutrition education through workshops in healthy eating, food preservation, and food preparation for the Spirit Lake Reservation community.

Enhancing Community Assets through Agriculture is the newest project to the CCCC Land Grant Program. It began in September 2011 and is funded for the next three years under the USDA Special Emphasis Award. The development of a sustainable food production on campus will enhance access to fresh foods, encourage the development of a community farmers market and gardening workshops, and provide produce to area daycares, schools, and food pantries.

The USDA Tribal Colleges Research Grant Program provides funding for students to engage in research that addresses environmental issues that impact the community. Current student researchers are examining current issues such as the potential contamination of groundwater at illegal dumpsites, the infiltration of groundwater into wells, and the impact the rising lake waters are having on the area fishing industry. Students present their research during a student research symposium at CCCC and by the request of the Spirit Lake Tribal Government.

In August 2011, CCCC received its first grant awards from the United States Environmental Protection Agency. The EPA Tribal EcoAmbassador Award funds the *Encouraging Community Recycling through Campus Sustainability* project to address the lack of recycling infrastructure in the areas surrounding the Spirit Lake Nation. As a community role model in minimizing and mitigating the environmental impact of waste disposal, CCCC is working to identify and implement the next steps to establish a recycling program in the Spirit Lake Reservation community. The end product will be documented in a final report which will be presented at an educational event at CCCC about proper waste disposal, the process of recycling, and showcase the transition of the campus from a college that now recycles their waste.



NACTEP - Native American Career & Tech.

Cankdeska Cikana Community College's Native American Career & Tech. Education Program (NACTEP) is a five year grant funded by the US Department of Education implemented in October 2007. Continuation awards are contingent upon successful completion of the grant objectives as outlined in the annual progress reports.

The purpose of the program is to provide training in the areas of Finish Carpentry and Medical Assistant. Each program is a one year certificate program approved by the ND Department of Career and Technical Education.

Each eligible NACTEP student, depending on funding available, would receive assistance in the form of stipend, tutoring, transportation, clothing, placement, advising, etc.

NACTEP students who are enrolled in the Medical Assistant program are allowed to check out a laptop computer for use with their on-line classes.

Carpentry Certification

The Carpentry Certificate Program is a one year certification that has been approved by the ND Department of Career and Technical Education. Students become certified upon successful completion of 36 credit hours. The core modules include safety, construction math, introduction to hand power tools, intro to blueprints, and basic rigging. This program maintains an average of 14 students each semester.



Woksape Oyate *(Wisdom of the People)*



The Woksape Oyate program is a program that has been funded by the American Indian College Fund with the objective of gaining culturally based intellectual capital within the academic classes offered through our Dakota Studies and Tribal Administration courses. Cankdeska Cikana Community College (CCCC) is the founding member of the Dakota Tribal College Alliance which was formed with Sisseton-Wahpeton Community College and Nebraska Indian Community College with the goal of sharing resources to unify Dakota Language preservation efforts. Fort Peck Community College joined the Alliance and has been active in attending meetings and contributing to the efforts of language preservation, with members from our sister Dakota communities of Sioux Valley and Pipestone, Manitoba in Canada. CCCC has developed the Dakota Language Curriculum which will be used as an immersion language tool for instruction. This curriculum was originally translated from a Maori Adult language curriculum into Dakota.



TRiO Student Support Services (SSS)

The Student Support Services Program (SSS), funded by the US Department of Education, provides academic and other supportive services to low-income, first-generation and/or disabled college students by increasing academic performance, retention rates, transfer rates and graduation rates. The SSS program serves approximately 100 -117 full-time and part-time students each academic year. The program has developed a comprehensive service program that supports each individual student in meeting their educational goal.

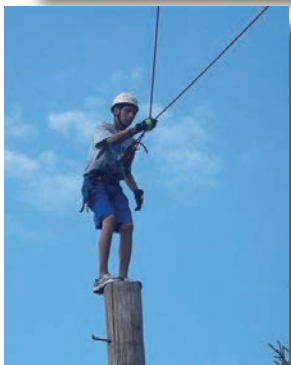
CCCC has an experienced SSS staff that provides a seamless delivery of services within our institution providing a supportive environment. The SSS program is a critical element in fostering student success.



TRiO Educational Talent Search



The Talent Search Program, funded by the US Department of Education, assists in enabling youth that have academic potential, but may lack adequate information or school preparation to enter, continue, or resume programs of secondary and post-secondary education, including GED certification. The purpose of the program is to monitor and ensure students' success through regular contacts with an Advisor. Services include academic advisement, financial aid information, college information/admissions, ACT preparation, career exploration/advisement, and workshops to enhance student aptitude such as tutoring, study and test taking skills. The program also co-sponsors an intensive summer program that offers a general overview of career options available, concentrating on various fields and opportunities.



Title III

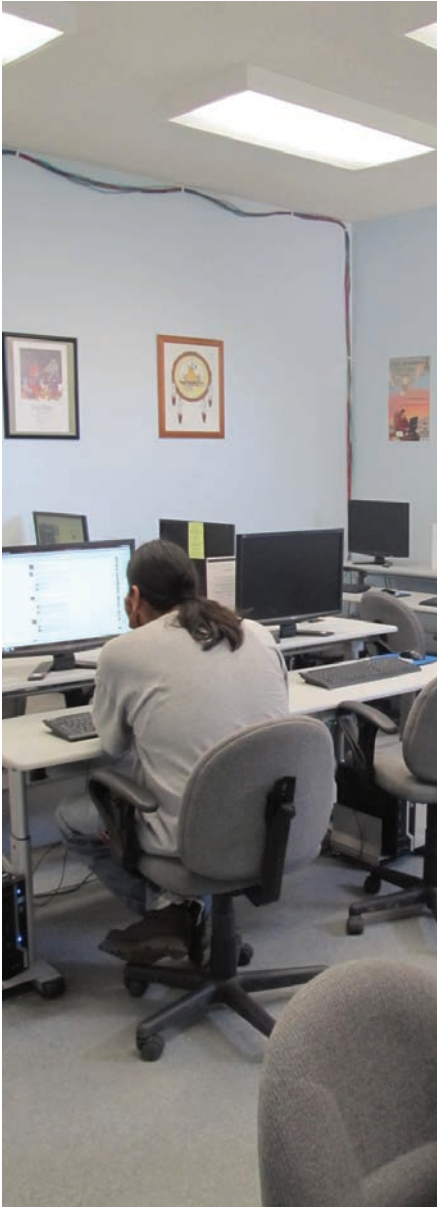
The Title III program is funded by the US Department of Education and activities of the program include the development and implementation of online courses and courses utilizing online components, a student outreach effort targeting high school students, out of school, and tribal employees, and the increase of the number of faculty and staff that have advanced degrees, certifications and trainings.

Also, funds were available to build a new college bookstore adjacent to the Student Union and to increase the holdings of the college library.

Title III takes care of ongoing equipment, computer, software and CCCC website upgrades, setting up email accounts for students and offers onsite technology training and demonstrations to the public.



Valerie Merrick Memorial Library



Valerie Merrick Memorial Library serves as an academic/public /tribal library for Spirit Lake Nation and the surrounding area. The 12 station computer lab with public internet access maintains an average computer usage, by students and community members, of 340 per month. Through a continued partnership with the National Library of Medicine/National Institutes of Health, new books and materials are purchased to build the health information section and provide funding for student interns, who are able to explore librarianship as a career, in addition to providing extended library hours. Library programming includes a yearly summer reading camp for children, ages 5-12. The theme this year was, "Make Books, Many Countries." We average 30-35 children for the camp that includes experiments, technology, crafts, and of course reading. Current library holdings include 15,057 books and 46 periodicals, 15 newspapers, 223 DVDs and CDs. During 2010, the library inventory increased by 919 items.



ACF “Next Steps” (Administration for Children and Families)

The Next Steps Program is a program funded by the US Department Health and Human Services and is a jobs related training program intended to train 20 Certified Nurse Assistants on 3 reservations in ND and United Tribes Technical College. The program assists individuals enrolled in a federally recognized tribe, who are on TANF or of low income (200% of the poverty level), with assistance toward childcare, books, transportation (limited), clinicals and nursing requirements, etc.



Wakanhezi Oti (Sacred Children's Place)



Wakanheza Oti, CCCCs new early childhood learning center opened in 2010 and was constructed in collaboration with the Spirit Lake Dakota Nation, Spirit Lake Casino & Resort and the Spirit Lake Tribe Employment & Training Program, with a Title III construction grant under the Tribal Colleges and Universities Program (TCUP).

The new center can serve up to 70 children including infants. The grant award was \$1.4 million and Spirit Lake Nation contributed an additional \$535,000 to double the capacity to the 70 slots.

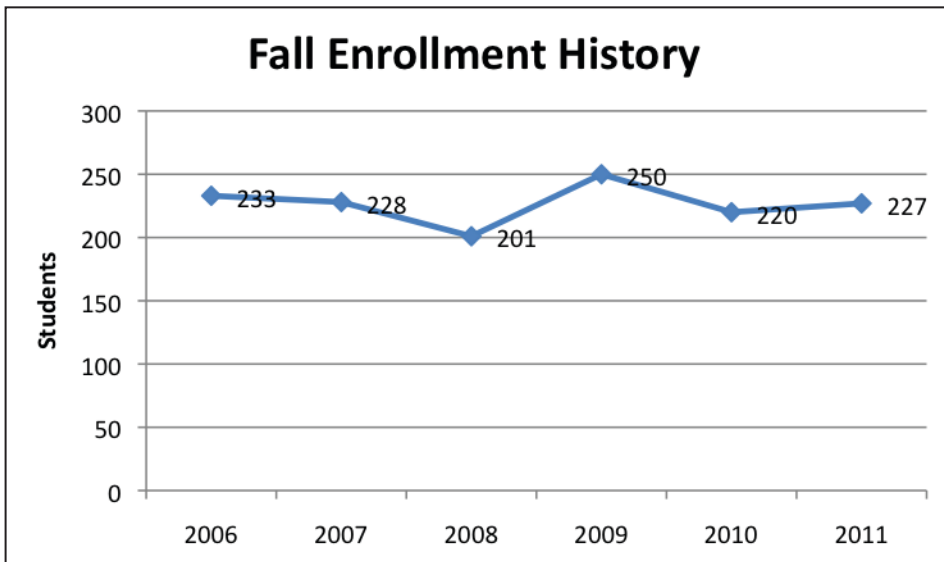
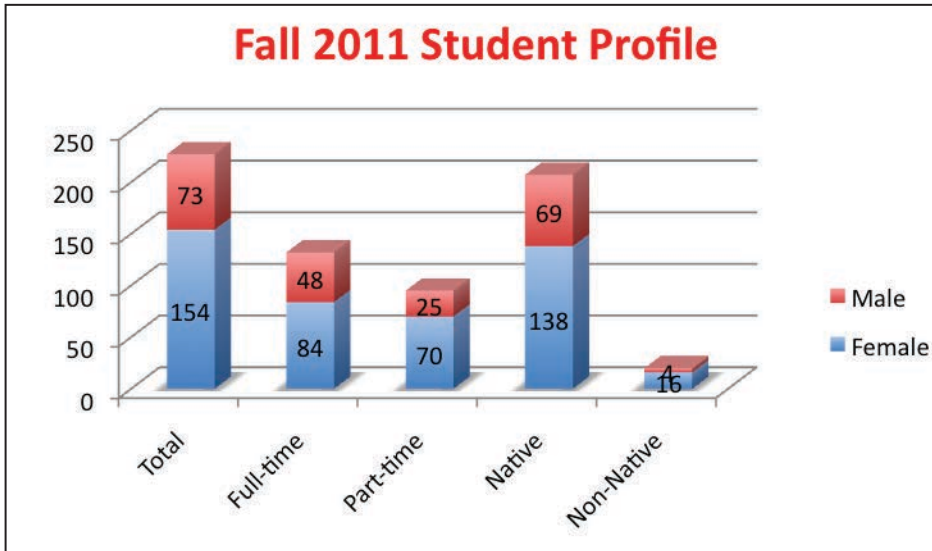
Student Off Campus Activities

CCCC students have the opportunity to participate in activities the American Indian Higher Education Consortium (AIHEC) annual conference as well as to serve as officers of the Student Congress. Students are able to compete with students from other tribal colleges in areas of math, science, office simulations, computers, speech, athletics, cultural activities, and art.



Student Profile

CCCC has approximately 250 students with an average age of 27 years. The majority of CCCC students are Native American but generally have 3 percent non-Indians enroll each semester. Most students are parents who work full time. Students face many issues – 85 percent live at or below the poverty level and 95 percent are eligible for financial aid.



2010-2011 CCCC STUDENT GOVERNMENT

Left to Right: Sarah Thompson, Magdaline Harrison, Chantell RedDay, Theresa Blueshield, Madeline Harrison and Kristen Gaking, advisor.

Employee Profile

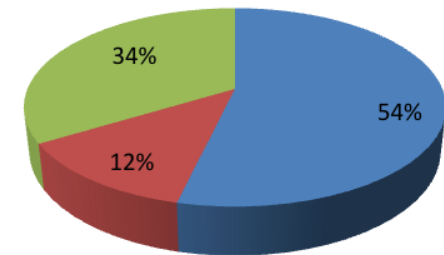
CCCC's Title III program, supports staff and faculty development through workshops, training and continuing education.

Twenty one employees and one BOR member are enrolled in courses at CCCC. Twenty employees continued their education through other institutions to obtain bachelors, masters or doctorate degrees. Of those twenty, three obtained a master's degree, one obtained a bachelor's degree, and six were certified through Vocational and Technical Education.

	Total
Employees	95
Staff	58
Faculty	26
Students	11
Full time Employees	69
Part Time Employees	7
Temporary Employees	19
Male Employees	36
Female Employees	59
NA Spirit Lake	51
Native American	12
Non-Native	32
CCCC Graduates	23
Non CCCC Graduates	72

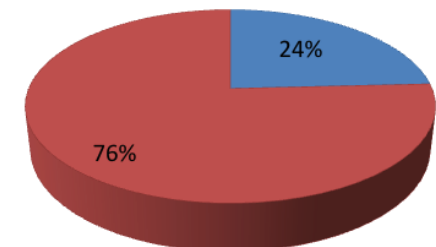
Ethnic Background

■ NA Spirit Lake ■ Native American ■ Non-Native



Employee Graduates

■ CCCC Graduates ■ Non CCCC Graduates



AICF Faculty of Year - Paul Keating



AMERICAN
INDIAN
COLLEGE
FUND

As an employee with CCCC since 1996, Paul Keating was named CCCC Faculty of the Year and was nominated by his peers. This prestigious award comes from the American Indian College Fund to recognize outstanding faculty members at Tribal Colleges and Universities. Keating teaches several business computer classes and is a member of our Science, Technology, Engineering, & Math (STEM) Team and Assessment Team.



Institutional Partnerships

Articulation Agreements

CCCC maintains articulation/transfer agreements with many colleges within the North Dakota University System (NDUS). These agreements were created to help students when they transfer between institutions. CCCC also participates in the NDUS common course numbering system so that courses offered will transfer to another campus.

Dual Credit

CCCC offers dual credit courses to eligible high school juniors and seniors on or near the reservation. The program provides high school students with greater variety of class offerings and the opportunity to pursue more challenging course work. The student obtains both high school and college credit.

Online courses

Online courses are offered to CCCC students as well as students of the other ND tribal colleges. This provides local and distance students with the opportunity to take a variety of courses without having to travel.

North Dakota Interactive Video Network (IVN)

Some CCCC courses are offered through the Interactive Video Network (IVN). This mode of instruction uses a separate classroom to transmit live audio and video between North Dakota Tribal Colleges and Universities. Through funds from the University of North Dakota BRIN and INBRE grants, CCCC's science lab now has a fully functional IVN system. This equipment can be used to transmit science courses, including lab work, among North Dakota's tribal colleges. The North Dakota IVN is dedicated to enhancing educational opportunities in North Dakota through distance education. College credit courses have first priority for scheduling; however, other organizations and individuals are encouraged to use the system for meetings, conferences, and workshops as the schedule permits.



EPScOR/PEEC/INBRE

North Dakota Idea Network for Biomedical Research Excellence (ND INBRE)

The goal of North Dakota INBRE is to build biomedical research capacity by serving research universities, baccalaureate institutions, and tribal colleges within the state. The scientific network will also offer research opportunities to students from neighboring tribal colleges. An Outreach Core is designed to empower tribal colleges to strengthen their introductory science curricula so as to increase the level of preparation.

Pre-Engineering Education Collaborative (PEEC)

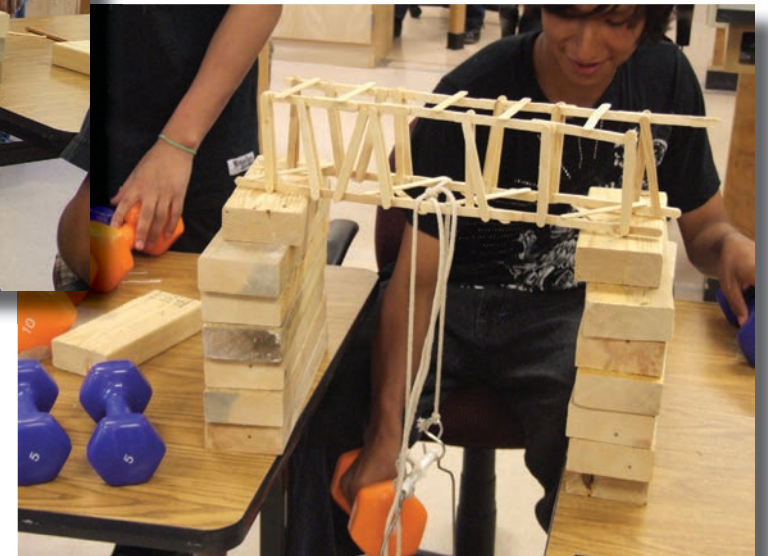
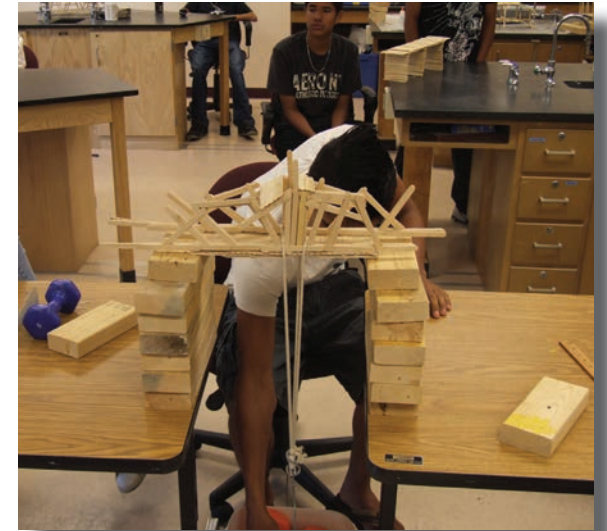
PEEC provides support for pilot efforts to establish or enhance engineering pipelines in TCUP institutions, alone or in collaboration with other TCUP institutions and colleges of engineering. The National Science Foundation (NSF) is supporting a major new initiative intended to dramatically increase the number of American Indian and Native students pursuing engineering degrees. The initiative seeks to identify strategies that encourage Native student enrollment in engineering programs and the successful transfer of these students to four-year institutions.

Nurturing American Tribal Undergraduate Research and Education (NATURE)

NATURE is an educational outreach program sponsored by the North Dakota Experimental Programs to Stimulate Competitive Research (ND EPScOR). NATURE is designed to build new and strengthen existing pathways for Native American students to pursue careers in science, technology, engineering, and mathematics (STEM). Participants of the program include students and faculty from all five tribal colleges in North Dakota, high school

students and teachers from the four North Dakota Indian reservations and faculty from research universities of North Dakota State University (NDSU) and University of North Dakota (UND).

NATURE is a culturally relevant program. The philosophy of the program focuses on American Indian heritage and how science and technology have evolved from such practices. The program encourages respect for American Indian practices within the context of scientific methods and theories. This focus offers an even greater relevancy to students and faculty who participate.



Campus Activities





Statement of Policy of Non-Discrimination:

Cankdeska Cikana Community College will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, gender, sexual orientation, disability, age, religion, ancestry, or any other legally protected classification. Announcement of this policy is in accordance with Federal law, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Inquiries or concerns may be referred to the Vice President of Academics, Cankdeska Cikana Community College, (701) 766-1133 or 1-888-783-1463 or to the Office of Civil Rights, US Department of Education, 500 W. Madison Street, Suite 1475, Chicago, IL 60661.

Woksape
Wisdom

Wicowahba
Humility

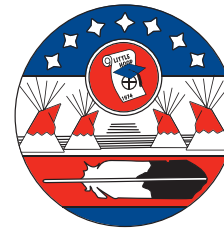
Wowaditake
Courage

Wawokiya
Generosity

Wowaditake
Fortitude

Waohoda
Respect

Ohan Owotana
Honesty



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