



2019-20 Degree Programs and Courses
(Updated as of January 10, 2020)

By: Curriculum Committee and Registrar's Office

Certificate Programs

- Computer Technology
- Digital Arts
- Geographic Information System
- Irrigation Technician
- Medical Assistant
- Natural Resource
- Navajo Cultural Arts
- Navajo Nation Leadership
- Public Health

Endorsement Programs

- Art Endorsement
- Math Endorsement

Associate of Applied Science Degrees

- Business Management
- Office Administration

Associate of Arts Degrees

- Business Administration
- Diné Studies
- Early Childhood Education
- Education
- Liberal Arts
- Social and Behavioral Sciences
- Social Work

Associate of Science Degrees

- Agroecology/Environmental Science
- Biology
- Environmental Science
- General Science, Pre-Professional
- Health Occupation
- Mathematics
- Physics
- Pre-Engineering
- Public Health

Bachelor of Arts Degrees

- Business Administration
- Elementary Education
- Education: Emphasis in Multicultural Education
- Diné Studies Track
- Navajo Language Track
- Psychology

Bachelor of Fine Arts

- Emphasis in Traditional Painting and Digital Photography
- Emphasis in Navajo Weaving
- Emphasis in Navajo Silversmithing
- Emphasis in Graphic Design

Bachelor of Science Degrees

- Biology
- Public Health
- Secondary Education, Mathematics
- Secondary Education, Science
- Agricultural Science
- Agricultural Science: Animal Emphasis
- Agricultural Science: Plant Emphasis

CERTIFICATE PROGRAMS

Certificate programs offer practical training for immediate employment. They do not require general education courses. The courses are not designed to transfer to an upper level program of study.

Computer Technology

This program is designed for students to learn, understand, appreciate, and work with computers and programming. Topics covered will include technologies in today's world, software engineering, web development, operating systems, computer architecture, computer networks, data communications, and mathematics. Students will gain a theoretical knowledge of these systems before applying them to real-world hands-on situations with the college's IT division. Students will also enhance their skills in reading/writing in the English language and understanding/communicating in the Navajo language. The Student can enter the job market at an entry-level computer technician field or related field.

ENG 101

One Navajo Language course, based on placement test.

MTH 100, CSC 110, 140, 150, 170, 240, 295

Program Credits 30-31

Digital Arts

The Digital Arts Certificate prepares students to learn the basics of graphic arts and graphic art design programs and for employment in the computer graphics and publishing field. It is also for entrepreneurs starting their own business. Students follow basic aesthetic principles in creating work. Students will gain experience in page design. Illustration, photography, and web design using professional Adobe programs.

Note: The following Electives are optional. They are recommended but not required for the certificate.

DA 112, 113, 212, 213, 215, and ENG 180.

ENG 085, MTH 096 or 106, *DA 109 (* Student may opt to test out of this course).

DA 110, 111, 112, 113, 211, 212, 115, 220

Elective Credits 3

Program Credits 29-34

Geographic Information System

The Certificate in GIS offers additional expertise for Navajo environmental service and biology professionals. As well as students who seek to add an understanding and functional knowledge of Geographic Information System (GIS) to their skill set. The program will prepare graduates with technical experience in GIS that will allow them to use GIS both in the field and in the office.

CSC 110, ENV 101, 105, 160, 225 or GLG 101, 230, 295, 296

Program Credits 30

Irrigation Technician

This program is designed in collaboration with Navajo Agricultural Products Industries (NAPI), New Mexico State University (NMSU), and Diné College Science Division to provide students the fundamental training skills needed to transition into an entry-level irrigation technician position or related fields. The courses are designed to teach students through a practical curriculum intended for agriculturally based projects and programs.

Semester I:

ENG 101, ENV 123

Choose a Navajo Language course based on placement test.

NAV 101, 102 or 201, 202, 211

Choose a science course:

BIO 100 or ENV 101

Semester II:

MTH 106 or MTH 110, ENV216, 225, 110, 103

Program Credits 28-30

Medical Assistant

This program is designed in collaboration with Tuba City Regional Healthcare Center (TCRHCCI) and Diné College Science Division, School of STEM to provide students the fundamental training skills and qualifications required to start an entry-level carrier as Medical Assistant in Allied Healthcare and related fields. The courses are designed to teach and train students through hands on curriculum and externship at both collaborating institutions.

Semester I:

CMA 103, 104, 105, 106, CMA/BIO 160, CMA/BIO 160

Program Credits 16

Semester II:

CMA107, 108, 109, 110, 111, 112

Program Credits 17

CMA 113 Internship at TCRHCC

Program Credits 3

Navajo Nation Leadership

The certificate in Navajo Nation Leadership will enable certification holders, local service providers, professionals and organizations to better serve the Navajo public.

Semester I:

NIS 118, 120, 121, 123, 124

Semester II:

NAV 140, NIS 127, 130 133 135

Program Credits 30

Natural Resources

The Natural Resources Certificate Program prepares students with the training and skills to seek employment in entry level positions in the careers of Agriculture and Natural Resources. The courses are taught according to the Diné Education Philosophy to incorporate, assessment, planning, implementation and evaluation.

The courses utilize hands-on learning by incorporating applicable Natural Resources concerns on tribal lands, particularly on the Navajo Nation. The skills learned in this program can be applied to public, private and federal Agriculture and Natural Resource organizations and programs.

AGR 103, 110, BIO 100, 181, 184, ENG 181, ENV 101, 110, GLG 101, NIS 160

Program Credits 30

Navajo Cultural Arts

The Certificate in Navajo Cultural Arts will enhance and revitalize authentic practices and provide opportunities for Navajo master artisans and “knowledge holders” to share their unique skills with the emerging young generation of artists (participants will be selected on a cohort basis).

Semester I:

NIS 129, 132, 197

Emphasis: (choose 1 from:
NIS 101, 103, 105, 107, 108
Semester II:
NIS 134, 185, 198
Emphasis: (choose 1 from:
NIS 201, 203, 205, 206, 207, 208, 209

Program Credits 24

Public Health

The Certificate in Public Health provides a basic set of courses that prepare the student for meaningful participation in public health programs and research projects, including employment in some of the public health services programs in the Navajo Nation.

This certificate is jointly awarded by Diné College and by the Mel and Enid Zuckerman College of Public Health at the University of Arizona. The courses are taught according to the Diné Education Philosophy following the program development cycle of assessment, planning, implementation, and evaluation.

PUH 111

BIO/PUH 170, HEE 111; PUH 111,

Choose 1 course from:

PUH 201; 141, 275

Program Credits 12

ENDORSEMENT PROGRAMS

MATH ENDORSEMENT

ART ENDORSEMENT

The certificate Art Endorsement will enable teachers with valid teaching certificate to seek an endorsement in the art area at the elementary and secondary high school level.

ARE 228, 229, ARH 211, 213, 214, FA 106, 107, 112, 115, 215

Program Credits 30

Math Endorsement

The Center for Diné Teacher Education offers Math endorsement courses that are aligned to Arizona Department of Education requirements. The courses promote culturally appropriate teaching and learning strategies for Navajo learners. It is designed for teachers, taught by teachers, with real-world applications in Navajo Nation schools. All courses will be offered at the Tsaile Campus.

EDP 250, 251, 252, 253, EDU 254, 255

Program Credits 24

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS

The Associate of Applied Science (A.A.S.) degree programs prepare students for employment following graduation. A minimum of 60 academic credits must be earned in specified coursework. Associate of Applied Science degrees are awarded in two programs of study: Business Management and Office Administration.

Business Management (A.A.S.)

This program provides students with business skills for entry-level positions and for starting and managing their own small businesses. It enables students to pursue further business studies and to apply

business and organizational skills in their personal lives. The program features the practical, “real world” application of business concepts to challenges facing Navajos.

ACC 100, 200, BUS 141, 142, 143, 180, 204, 211, 218, 240, 243, ECO 111, MGT 140, 250, MKT 240
Program Credits 45

Office Administration (A.A.S.)

The Office Administration program provides training in business and office management skills required for positions as an administrative professional.

ACC 100, BUS 111, 121, 124, 141, 142, 143, 180, 211, 214, 216, 218, 240, 243, MGT 140, MKT 140
Program Credits 48

ASSOCIATE OF ARTS DEGREE PROGRAMS

The Associate of Arts (A.A.) degree is for students who wish to transfer to a four-year program of study at a college or university. A minimum of sixty-four credit hours may be earned in an academic program of study designed to meet general education and program requirements in the following majors:

Business Administration (A.A.)

This program provides a solid foundation for the transfer student pursuing a bachelor degree in business administration or business education.

*MTH 110 College Algebra is the required math course to complete the A.A. in Business Administration degree program.

*ECO 200 Principles of Macroeconomics is a required course to complete the A.A. Business Administration degree program. The ECO 200 course must be completed under the General Education requirements for Social & Behavioral Sciences. Please review the A.A. Business Administration degree checklist with an Advisor for more information.

AZ Program Credits:

ACC 200, 201, BUS 204, 265, 270, CIS 111, ECO 201, MKT 240 Program Credits 24

NM Program Credits:

ACC 200, 201, BUS 204, 265, COM 121, CIS 111, ECO 201, MKT 240 Program Credits 24

Diné Studies (A.A.)

The purpose of the Diné Studies program is to provide basic principles and information in the major areas of Diné knowledge and Diné language. The program will prepare students to pursue a baccalaureate degree in American Indian Studies, Anthropology, or a related field.

NAV 212, NIS 220, NIS/ANT 225, NIS/POS 226 Program Credits 12

EMPHASIS: Must take a total of 3 courses from the following list for a total of 9 credits of program emphasis. Courses used to fulfill electives below may NOT be used to fulfill General Education or Dine Studies Core Program Requirements.

Navajo Language (NAV) courses:

NAV 231, 240, 289 9.0

or

Navajo and Indian Studies (NIS) courses:

NIS 222, 261, 294 9.0

Include Elective:

Diné Cultural Arts (NIS Courses): No more than 2 courses from the following: NCA 101, 103, 105, 107, 108, 203, 2017, 205, 208 0-6

Program Credits 27

Early Childhood Education (A.A.)

The Early Childhood Education program prepares teacher candidates for employment in early childhood context, and for successful participation in higher-level academic programs. General Education program requirements can be found on page 45.

IMPORTANT: To fulfill the General Education Communications requirements, students are provided the following options:

- ENG 101 or NAV 212
- ENG 102 or NAV 389

ECE 108, 110, 111, 116, 220, 225, 235, 245,

Program Credits 27

Education (A.A.)

The Education program introduces teacher candidates to careers in K-12 teaching, and prepares them for successful participation in BA-level courses at Diné College and other colleges. Candidates develop a portfolio of learning projects that is presented to the College community at the conclusion of the program.

EDU 200, 238, 240, 261, 297

Any Earth Science with Lab Recommended

MTE 280, 281

Program Credits 24

Liberal Arts (A.A.)

This program offers students an intensive investigation of ideas and practices in the arts, humanities, and social sciences that is required in the general education program with an emphasis on critical inquiry and creative expression. It is designed to prepare students to transfer to four-year programs of study in Liberal Arts or related degree programs in the arts, humanities, and social sciences. The range of courses required in the Liberal Arts program is appropriate for all students seeking a Bachelor of Arts in these areas.

Literature Choice of 2 from:

ENG 231, 233, 234, 236, 238

Communication: COM 121

Humanities: Choice of 1 from any 200 level of ARH, ENG, FA, HUM; and 1 from ARH 211, 213, 214, HUM 221, 250

Creative Arts: Choice of 1 from:

ENG 208, 213, 213, FA 215, 221, 231, 245, 290, NCA 205, 208

Social Science: Choice of 2 from:

ANT 210, 225, 265, HST 201, 202, 234, 245, 256, PSY 215, 240, 250, SOC 215, 230, 275

Diné Studies: Choice of 1 from:

NIS 220, 226, 371

Program Credits 27

Social and Behavioral Sciences (A.A.)

The Social and Behavioral Sciences (SBS) degree is an interdisciplinary, liberal arts program designed to introduce students to the foundations of human behavior and cultures. SBS disciplines include Anthropology, History, Political Science, Psychology, Social Work, and Sociology. This program prepares students for transfer to a four-year degree program and provides basic training for work in social sciences.

Choice of 6 from any:

ANT, HST, POS, PSY, SOC or SWO courses must be distributed among three different disciplines and including (9) nine hours of 200 level work.

Electives Credits 9

Program Credits 27

Social Work (A.A.)

This program provides the skills and knowledge needed to become a technician or paraprofessional in a social welfare program. Students who plan to transfer to a four-year college or university should check with that institution before selecting their Social Work courses.

SWO 111, 211, 242, 243, 295, 296

Student must choose 1 course from for elective.

SWO 250, SWO 290

Choose 1 SWO course and 1 General course

Electives Credits 9

Program Credits 27

ASSOCIATE OF SCIENCE DEGREE PROGRAMS

Students completing these Associate of Science (A.S.) degree programs will be prepared to enter the job market in positions that require a two-year degree or to transfer to a four-year college or university.

Agroecology/Environmental Science (A.S.)

Agroecology is a track under Environmental Science. It is the science of applying ecological concepts and principles to the design and management of sustainable agro ecosystems.

This discipline brings together the elements of agricultural sciences, ecology, and environmental thought and is influenced by the experiences of people who manage land and water to produce food and other products. This unique program will incorporate traditional knowledge into all aspects of the curriculum. Students should consider this option to prepare for a wide range of careers with varying specializations, including animal studies, pre-veterinary medicine, horticulture, soils and environment, resource economics, and sustainable agriculture.

IMPORTANT: To fulfill the General Education Science Core, students are required to take BIO 181 and ENV 101 or 105.

BIO 182, MTH 213

Choice of 1 pair:

(Pre-professional students are advised to take:

CHM 151, 152 or GLG 101, 102 or PHY 110, 111, ENV 110, 123, 225 Program Credits 27-28

Biology (A.S.)

Students selecting Biology will complete a broad program in biological and related physical sciences. They will be prepared to pursue employment or further studies in fields such as zoology, botany, microbiology, ecology, wildlife biology, molecular biology, biotechnology, as well as many other fields of biology according to their interests.

BIO 182

Choice of 1 from:

(BS Biology program requires CHM 151 and 152 before junior year).

CHM 151, or 320

(BS Biology students take organic in junior year).

Choice of 2 from:

MTH 190 and MTH 213/PSY 213 or MTH 191

The AGEC-S block for Math & Science majors required MTH 191. BS Biology program requires MTH 190 and either 213 or 191 before junior year.

Biology Electives:

BIO 184 or higher above.

Program Credits 20

Environmental Science (A.S.)

Students selecting Environmental Science will be prepared to transfer to Bachelor of Science degree programs in Environmental Biology, Environmental Science, Wildlife Management, or Resource Management. Majors can receive internship support for research during both the academic year and the summer if they maintain good academic standing.

BIO 182, ENV 101, 105, 230

Choice of 1 from:

(Pre-professional students are advised to take CHM 151, 152).

CHM 152 or GLG 102

Choice of 1 from:

MTH 190 or 213

(AGEC-S block for Math and Science majors requires MTH 191).

Option: Must choose 1 from:

BIO 184 or CHM 230

Program Credits 28

General Science, Pre-Professional (A.S.)

General Science provides maximum flexibility and is appropriate for students in pre-medicine, pharmacy, dental, medical technology, and other professional fields. It is also the program of choice for geology and chemistry students.

Choice of 2 from:

CHM 152 and BIO 182 or 205

Choice of 2 from:

MTH 190 and MTH 213/PSY 213 or MTH 191

(BS Biology program requires MTH 190 and either 213 or 191 before junior year).

PHY 110, 111 or 121, 131 and CHM 235, 236

AGEC-S block for Math and Science majors requires MTH 191

Program Credits 32

Health Occupation (A.S.)

Health Occupation is appropriate for students who plan to enter nursing or other allied health professions. Upon completion of this degree, students will be prepared to transfer to programs at four-year universities or technical schools. Math 114 is a recognized option to meet the General Education requirements for the State of Arizona and also meets the requirement for a math course in the nursing programs at NAU and ASU. **IMPORTANT:** To fulfill General Education Social and Behavioral Science Core Students must take PSY 111.

BIO 201, 202, 205

Choice of one from:

ANT 111 or NAV 231 or SOC 111

Choice of 3 or 4 courses from:

BIO 170, 182, 184, 218, 242; MTH 213*; CHM 152, 230; PHY 101, 110; PSY 240*; PUH 111, 141*, 200, 201, 241*

Note: BIO 181 and courses with * are recommended for transfer to most nursing programs.

Program Credits 27-31

Mathematics (A.S.)

Students earning a Mathematics degree receive a foundation in pure mathematics and selected topics in physical sciences or economics. Students are prepared to pursue employment or further studies in mathematics, physics, chemistry, biology, or engineering.

IMPORTANT: To fulfill the General Education Mathematics Core, students are required to take MTH 110, which is a prerequisite for the MTH 190 Program Requirement. All A.S. degrees require ANY BIO class to fulfill the Science core.

MTH 190, 191, 192, 220

Program Credits 16

Choice of 2 from:

MTH 210, 213, 221 225

Program Credits 6-7

CSC 150

Program Credits 3

Physics (A.S.)

This option provides a foundation in physics as preparation for further studies at a four-year college or university. **IMPORTANT:** To fulfill General Education Science core. Students must take CHM 151 and 152. All A.S. degrees require ANY BIO class to fulfill the Science core, with the exception of the A.S. degree in Physics.

*Choose one Life Science with lab from BIO; and one Physical Science with lab from: AGR, AST, CHM, ENV, GLG, PHY or PHS.

CHM 151, 152, CSC 150, MTH 191, 192, PHY 121, 131 Program Credits 28

Pre-Engineering (A.S.)

This degree is designed for students who plan to transfer to a four-year Engineering Program. With this degree, students will be able to enter the junior year of most programs. Others may choose to prepare for employment as engineering technicians.

EGR 111, MTH 190, 191, 192, 220, 221, PHY 121, 131

Program Credits 30

Public Health (A.S.)

This program is designed for health professionals who want to pursue a career in community and population health. It promotes Navajo concepts of health and wellness. This degree can be used to transfer to a college that offers four-year programs in public health, health education, health promotion, or community health. The program offers two options: Health Education (Sociocultural) and Environmental Public Health.

HEE 111, PUH 111, PUH/BIO 170, 141 or PUH 241, 200, 201

Choice Option A:

PUH 275, MTH/PSY213

Choice Option B:

PUH 290, 297

Program Credits 25

BACHELOR OF ARTS DEGREE PROGRAMS

Bachelor of Arts in Business Administration (B.A)

The Bachelors of Arts in Business is designed to prepare students to take responsible positions in the management of economic growth with more credits than 500 federally recognized Native American Tribes. The focus of the degree program is Tribal Management and Economic Development. The 4-year program includes instruction in business management, accounting and financial management, human resources management, economics and business law (Federal, State and Tribal) designed to train students to promote the economic well-being of their respective tribal communities.

The program is offered on a full-time basis at the Tsaile Campus. Individuals may apply at any time of the year but are formally considered in spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline.

A student may be admitted to years 1 (freshman), 2 (sophomore) or 3 (junior) based on their academic record. Admission requirements are one of the following:

- An A.A. degree in Business Administration for junior level.
- Any other Associate or Bachelor degree will require students to take additional courses that meets Diné College's A.A. in Business Administration requirements and placed in the sophomore level, or
- High school diploma with a CGPA of 2.5 or higher, and GED with equivalent grade, and eligible to be placed in ENG 101 and MTH 110 will be admitted as a freshman.
- The ECO 200 course MUST be completed under the General Education requirements for Social and Behavioral Science.

ACC 200, 201, BUS 204, 265, 270, CIS 111, ECO 201, MKT 240

Program Credits 24

Junior Semester I:

ACC 350, BUS 350, MGT 330, 340, 360

Program Credits 15

Junior Semester II:

ACC 310, BUS 340, 360, MGT 320, 350

Program Credits 15

Senior Semester III:

Bus 460, MGT 420, 430, 440, BUS 420

Program Credits 15

Senior Semester IV:

BUS 485, MGT 425, 450, 460, ECO 460

Program Credits 15

Bachelor of Arts in Education with an emphasis in Multicultural Education (BAE)

The Bachelor of Arts in Education program will prepare candidate teachers to develop the necessary values, knowledge, skills, and confidence to promote children's academic skills and confident in their cultural ethnicity and in English.

Bachelor of Arts in Elementary Education (B.A)

The Bachelor of Arts in Elementary Education program prepares prospective teachers to develop the necessary values, knowledge, skills, and confidence to promote children's academic skills and confident cultural identities in English and Navajo.

To assess student learning, each teacher candidate develops a working portfolio in semester's I-III that reflects the candidate's unique experiences, aims, and desires as measured against the goals and competencies of the semester's courses and apprenticeship activities. From the working portfolio, candidates develop a presentation portfolio in semester IV that is presented to the college community.

The program is offered on a full-time basis at the Tsaile Campus. Individuals may apply at any time of the year but are formally considered in spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline.

Admission criteria are as follows:

Completion of an A.A. in Elementary Education (based on the College's 2009-2010 or more recent catalog) or Education (based on the 2012-13 catalog) with a cumulative grade point average of 3.0 or better passing score on the NES Elementary subject knowledge subtests I and II (this requirement is being phased in; recent applicants were required to at, a minimum, take the test)

- Current Navajo Nation tribal background check;
- Current Fingerprint Clearance Card from the state of Arizona

Application with essay (completed at the Center for Diné Teacher Education) and unofficial transcripts;
Personal interview with a BAEE admissions committee

Applications from individuals who hold an A.A. in Elementary Education from another institution or from Diné College prior to fall 2009, or an A.A. in different academic specialization, are reviewed on a case-by-case basis. These individuals may need to take additional lower-division course-work.

More information is available at: <http://www.dinecollege.edu/cdte>.

BAEE Application Process

Step 1: Submit initial application:

- Completed application
- Essay (writing at the Learning Center).
- Unofficial transcripts (or copies) of all college coursework.
- Copy of score on NES elementary education subject knowledge exams.
- Copies of Arizona Fingerprint Clearance Card and Navajo Nation Tribal Background check.

Step 2: On-campus interviews will be scheduled for eligible candidates

Step 3: Upon acceptance into the program:

- Submit a completed application and required materials for admission to Diné College (if not currently enrolled). For assistance in completing this item, please contact Admissions at 928.724.6634.
- Submit completed applications for Financial Aid (FAFSA, tribal, etc). For assistance, contact Financial Aid at 928.724.6738.

Submit a completed application for housing (if planning to live on-campus). For assistance in completing this item, contact Residence Life at 928.724.6782.

Professional Preparation Coursework

*Candidates may petition to graduate with an A.A. in Education upon completion the of General Education Core and Lower Level Requirements (61-64)

** Admission to the Professional Preparation courses requires the following:

- 53 credits that include: EDU 200, 238, 240, 261, and 297; MTH 280 and 281; three lab sciences; NAV 101 or 211; ENG 101 and 102; and 12 other General Education credits
- CGPA of 3.0 or higher
- Scores from NES Elementary Subject Knowledge Tests I and II
- Current Navajo Nation and Arizona background checks
- Official transcripts
- Interview with BAEE admissions commit

Freshman Semester I:

ENG 101, HUM/FA, NIS 111, HST, HEE

Program Credits: 14

Senior Semester IV:

EDU 496, 498, 499

Program Credits 12

Bachelor of Fine Arts with an emphasis in Traditional Painting and Digital Photography (B.F.A)

The Bachelor of Fine Arts degree program promotes Diné culture, creativity, and excellence in the creation of art. Specifically, the program supports and promotes personal development in the Visual Arts. The teaching/learning approach is imbedded in the DEP (Diné Educational Philosophy) Paradigm of Nitsáhákees (Thinking) Nahat'á (Planning), Iiná (Living and Achieving), and Sihasin (Evaluation and Competency).

The art program prepares art majors to develop the necessary knowledge, skills, confidence, and values, to succeed as independent artists, or to choose to continue in a postgraduate MFA or Educational program. It offers Diné students the opportunity to complete a Bachelors of Fine Arts degree while residing on the Diné Nation.

Students may earn a BFA with a major in one of the following areas: Photography, Painting or Digital Photography.

The program is offered on a full-time basis at the Tsaile Campus. Individuals may apply at any time of the year but are formally considered in spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline.

Lower Division Requirements Credits	
FA 106, 107, 112, 115, ARH 211, 213, 214	Program Credits 21
Junior Semester I:	
FA 315, 390 or 381, ARH 313, DA 215	Program Credits 12
Junior Semester II:	
FA 315, 390, 381, ARH 413, MKT 240	Program Credits 12
Senior Semester III:	
FA 45, 490, or 481, 491, 495	Program Credits 13
Senior Semester IV:	
FA 495, 496, 497	Program Credits 13
	Elective Credits 9

Bachelor of Arts in Psychology (B.A)

The Culturally-based Bachelor of Arts in Psychology at Diné College implements the Diné paradigm of Nitsáhákees (Thinking and Conceptualizing), Nahat’á (Planning and Gathering Information), Iná (Living and Achieving), and Siihasin (Evaluation and Competency) to provide students with both Navajo and Western psychological expertise needed to promote mental health and Hozho (balance) for individuals, families, and communities. This program provides courses and training that will enable students to pursue graduate studies, obtain employment and promotion in the workforce, and serve the Navajo Nation.

The 4-years program includes instruction in Navajo psychology, counseling and clinical psychology, health psychology, psychology and law, social and cultural psychology, developmental, as well as decolonization, resilience, and research in indigenous communities. This program also includes hands-on practical experience through internships, undergraduate research projects, or independent study. Students will become informed about educational and career opportunities and will create a portfolio outlining a post-graduation plan that showcases skills and knowledge. The program is offered on a full-time basis at the Tsaile Campus. Individuals may apply at any time of the year but are formally considered in the spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline.

Admission criteria are as follows:

Completion of an A.A. in Social and Behavior (based on the College's 2015-2016 or more recent catalog). Any other Associate degree will require students to take additional course that meets requirements of Diné College’s A.A. in Social and Behavioral Sciences.

Completion of the following courses:

- PSY 111, 213, 290, ANT 201, 225, or HST 234, or SOC 215

BACHELOR OF SCIENCE DEGREE PROGRAMS

Bachelor of Science in Biology (B.S)

The Bachelors of Science in Biology is a classic program of course surveying a wide range of disciplines, including molecular and cellular, organismal, and ecological levels of biology. The theoretical knowledge and skills taught in this program will allow students to enter graduate programs or a variety of professional careers.

Two-Year Program

The two-year junior-senior BS Biology program will follow the student's first two years after completing their AS degree in either Biology, General Science, Health Occupation, Environmental Science, Agroecology, or similar science area. Students must have degree requirements that may not have been in their AS degree: BIO 181, 182, CHM151, 152, 235, PHY110, 111; MTH 190, and 213, or 191.

Four-Year BS Biology Program

The program is offered on a full-time basis at the Tsaile Campus. Individuals may apply at any time of the year but are formally considered in spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline.

This curriculum for entering freshmen includes all biology, math and science support, and general education requirements. In the summer preceding first year it is recommend a student take MTH 096 and /or 100, tested out of or passed prior to MTH 110.

Bachelor of Science in Public Health (B.S)

This program is designed to prepare students to pursue a career in public health. It promotes Navajo concepts of health and wellness. This degree can be used to pursue graduate studies in public health, health education, health promotion, or community health. The program emphasizes research, the creation, implementation and evaluation of health programming, and health promotion for American Indians with a focus on the Navajo Nation.

The program is offered on a full-time basis at the Tsaile Campus. Individuals may apply at any time of the year but are formally considered in spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline.

Bachelor of Science in Secondary Education, Mathematic (B.S)

The Bachelors of Science in Secondary Education, Mathematics Track, along with the Science Track is classic and also innovative program of mathematics secondary education. Courses include Diné College specialized courses in education and mathematics, and also standard required courses in secondary teacher preparation and advanced mathematics disciplines. In mathematics, the course survey a wide range of disciplines, including statistics, pre-calculus, calculus, discrete mathematic, differential equation, number theory, linear algebra, modern geometry, and history and philosophy of mathematics. The theoretical knowledge and skills taught in this program will allow students to enter teaching careers or graduate programs or a variety of professional careers.

Current two-year AS degrees in mathematics and physics are not adequate for students' desires for preparation for careers or graduate school. The BA in Elementary Education also does not meet the needs of students desirous of teaching at the secondary level. Further, there is a real need for secondary mathematics teachers on the Navajo Reservation, and in other regional locales. The closest university (Northern Arizona University) with which we are already articulating with for AS degree course work and BA in Elementary Education course work, does not have a tribal college environment which our tribal students find conducive to their academic. The specific education for teaching in a Diné predominant public or Charter school is also not met by NAU. A Diné College-provided BS in Secondary Education in Mathematics will meet the needs of most current AS degree seeking students for extending their academic goals and teaching goals, as well as BA in Elementary Education students who desire a Secondary Teacher Education preparation. Our BS in Secondary Education Mathematics Tracks program meets or exceeds the content and requirements of NAU's BSED in Secondary Education—Mathematics along with specific course work relevant to our local communities' interests in both education and mathematics. The resulted from analysis of NAU and other regional universities' BS in Secondary Education and Mathematics programs, along with Education and Mathematics faculty consultations. Outcomes align with standards from the Council for the Accreditation of Educator Preparation, the National Mathematics Teachers Association, and the Interstate New Teacher Assessment and Support Consortium.

The program is offered on a full-time basis at the Tsaile Campus. Individuals may apply at any time of the year but are formally considered in spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline.

Bachelor of Science in Secondary Education, Science (B.S)

The Bachelors of Science in Secondary Education, Science Track, along with Math Track (separate New Program Request) is a classic and also innovative program of science secondary education. Courses include Diné College specialized course in education and science, and also standard required course in secondary teacher preparation and science disciplines. In science, the course survey a wide range of disciplines, including math, physics, chemistry, and geology. In biology, courses use the new BS in Biology coursework, including molecular and cellular, organismal, and ecological levels of biology. The theoretical knowledge and skills taught in this program will allow students to enter teaching careers or graduate programs or variety of professional careers.

The BS in Secondary Education at Diné College will have two tracks, a math and a science track. The Science Track is designed as a four-year curriculum for students entering as freshmen.

Students entering as sophomores or juniors will want to make sure the fundamental requirements for the program are met: BIO 181, 182, CHM 151, 152, 235, PHY 110; MTH 190 and 213 or 191.

Four Year BS Secondary Education, Science Track:

This curriculum for entering freshmen includes all biology, math and science support, and general education requirements. In the summer preceding first year it is recommend a student take MTH 096 and/or 100, tested out of or passed prior or MTH 110. This program follows Northern Arizona University (NAU) standards in Secondary Education in Biology with a few exceptions. Outcomes align

with Standards from the Council for the Accreditation of Educator Preparation, the National Science Teachers Association, and the Interstate New Teacher Assessment and Support Consortium.

The program is offered on a full-time basis at the Tsaiile Campus. Individuals may apply at any time of the year but are formally considered in spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline.

Freshman Semester I:

BIO 181, CHM 151, ENG 101, MTH 110, EDU 297

Program Credits 17

Freshman Semester II:

BIO 182, CHM 152, ENG 102, EDU 352, 240

Program Credits: 17

Sophomore Semester III:

NIS 111, HUM/FA, MTH 190, GLG 101, EDU 353

Program Credits: 17

Sophomore Semester IV:

NIS 221, BIO 223, NAV Elective, HST Elective, EDU 361

Program Credits: 17

COURSE PREFIX CODE, TITLE AND COURSE DESCRIPTION

ACCOUNTING (ACC)

ACC 100 Fundamentals of Accounting (3)

Prerequisite: Minimum grade of 'C' in MTH 096.

This course is an introduction to accounting fundamentals. It includes journalizing, posting, worksheets, financial reports, and data processing for accounting. One hour laboratory required.

ACC 200 Financial Accounting (3)

Prerequisite: Minimum grade of 'C' in ACC 100.

This course covers the theory and practice of accounting in services and merchandising firms. It emphasizes the accounting cycle, periodic reporting, receivables, payables, inventories, and accounting systems. One hour laboratory required.

ACC 201 Managerial Accounting (3)

Prerequisite: Minimum grade of 'C' in ACC 200.

This course is a continuation of ACC 200 with emphasis on manufacturing firms, and managerial approaches for decision-making. One hour laboratory required.

ACC 310 Government and Non-Profit Accounting (3)

Prerequisite: Minimum grade of 'C' in ACC 201.

This course covers the theory and practice of accounting for governmental and not-for-profit units. Topics include financial reporting; budgetary accounting; fund accounts; and nonprofit accounting for entities such as public colleges, universities and health care providers.

ACC 350 Finance (3)

Prerequisite: Minimum grade of 'C' in ACC 201, ACC 310, BUS 265, ECO 200 or 201.

Introduction to the theories and applications associated with the functions of capital markets. This includes the conceptual foundations of portfolio theory, risk management, and asset valuation. This course will examine the markets for equity, money, and bonds. One hour laboratory required.

AGRICULTURE (AGR)

AGR 103 Conservation Planning (4)

This course introduces students to the understanding natural resource conservation issues and concerns to allow them to develop conservation plans necessary to improve natural resource conditions applicable to tribal lands.

AGR 105 Introduction to Animal Science (4)

This course will introduce students to animal and livestock industries, production, systems and markets. Students will not only learn about national production but include Navajo Nation livestock industry.

AGR 110 Monitoring/Assessments and Rangeland Management (4)

This course will introduce students to the various grazing management concept, identify local vegetation communities, identification of local plants, as related to current Navajo producers grazing management systems. Field trips and field works will serve as a lab for hands-on and field experience to learn range and vegetation monitoring concepts.

AGR/PUH 215 Introduction to Veterinary Science/One Health (3)

Cross-listed with PUH 215.

This course will introduce students to medical terminology, domestic and exotic animals, Roles of the Veterinary Technician and Veterinarian, career options, ethics, laws safety and public health as they relate to Veterinary Medicine and the concept of “One Health” which examines how humans, animals and environmental health are all interconnected. This class will integrate the Diné cultural significance of Hózhó for students to learn about importance of Veterinary Medicine and One Health within the Diné culture.

AGR 220 Equine Management (4)

The Equine Management course will provide student knowledge of the basic skills needed to maintain the overall health and upkeep of horses. Students will be introduced to safe handling practices, basic grooming techniques, deworming and vaccinations practices, as well as nutrition.

This class will integrate the Diné cultural significance of the horse for students to learn about philosophical importance of the horse within the Diné culture.

ANTHROPOLOGY (ANT)

ANT 111 Introduction to Cultural Anthropology (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is an introduction to the study of human cultural diversity. It includes subfields of anthropology, sub-disciplines and topics, historical origins, influences, key figures, theory and methods, and an introduction to the comparative study of cultures. The course emphasizes the general education special requirements of ethnic/ race gender awareness (ERG).

ANT 112 Physical Anthropology (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is an in-depth survey of topics and methods in physical anthropology, including paleoanthropology, geology, genetics, primatology, and hominid evolution.

ANT/NIS 160 Navajo Agricultural History to Present (3)

Note: Cross-listed with Nis 160.

ANT 160 provides philosophical, historical, and cultural practical (hands-on) learning of the foundation and perseverance of Navajo agricultural practices. This includes the study of Navajo agricultural laws and codes practiced prior to European contact as techniques documented during colonial contact, modified through 1868 treaty mandates and practiced in the contemporary as a result of U.S. agricultural laws.

ANT 201 Ethnographic Methods (3)

Prerequisite: ENG 101 or concurrent enrollment.

Ethnographic Methods introduces students to methods of conducting research into human cultures and provides guidance and supervision as students conduct research in the community on an aspect of Navajo life.

ANT 210 Ancient Societies in Prehistoric Times (3)

Prerequisite: ENG 101 or concurrent enrollment.

ANT 210 is an exploration of prehistoric human societies and cultures throughout the world based on archaeological studies of the remains of ancient dwellings, ceremonial sites, and artifacts.

ANT 225/NIS 225 Indians of the United States and North America (3)

Prerequisite: ENG 101 or concurrent enrollment. Cross-listed with NIS 225.

This course surveys the indigenous groups of U.S. and Canada with an emphasis on changing economic and political forces that influence various tribal groups. Students will be called upon to focus on origins, language, arts, and habitats.

ANT 250 Principles of Archaeology (3)

Prerequisite: ENG 101 or concurrent enrollment.

An introduction to the history of archaeological research and a survey of concepts and methods in the study of prehistoric cultures with an emphasis on modern theories and techniques.

ANT 265 Archaeology of the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment.

A survey of the prehistory of the American Southwest from the Pleistocene to the Spanish historical period, this course focuses on prehistoric cultures of Arizona and New Mexico. The general education special requirements of ethnic/race/ gender and historical awareness are emphasized. (ERG and HA).

ART EDUCATION (ARE)

ARE 228 Elementary Art Methods and Curriculum Development (3)

This course is designed for an art endorsement for K-12 teachers who have a teaching certificate from the State of New Mexico and Arizona. The course covers teaching strategies, learning environments, teaching sources and the use of technology in Elementary setting. New Mexico and Arizona State Board of Education Teaching Standards will be emphasized.

ARE 229 Secondary Art Methods and Curriculum Development (3)

This course is designed for an art endorsement for teachers who have teaching certificate from the State of New Mexico and Arizona. The course covers teaching strategies, learning environments, teaching sources and use of technology in secondary or high school setting. New Mexico and Arizona State Board of Education Teaching Standards will be emphasized.

ART HISTORY (ARH)

ARH 110 Art Appreciation (3)

Prerequisite: Reading Proficiency, ENG 101, and computer literacy.

Develop an understanding and appreciation of the visual arts by exploring major art works in history, discovering it's meaning and looking at different styles and media of art.

ARH 211 Survey of Native American Art (3)

Prerequisite: Reading proficiency; ENG 101 or instructor's permission.

This course provides an overview and develops an appreciation of Native American Art through both historical and contemporary perspectives. This course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

ARH 213 Survey of World Art, Prehistoric to 1500 (3)

Prerequisite: Reading proficiency plus ENG 101 or instructor's permission.

This course provides knowledge of and appreciation for Western and Eastern Art from the Prehistoric Age until the 1500s. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/ race/ gender awareness (IW/CI and ERG).

ARH 214 Survey of World Art, 1500 to Present (3)

Prerequisite: Reading proficiency plus ENG 101 or instructor's permission.

This course provides knowledge and appreciation of Western and Eastern Art from 1500 to contemporary art movements. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race gender awareness (IW/CI and ERG).

ARH 313 Contemporary Issues in Art (3)

Prerequisites: All core Art History courses, ARH 211, 213, and 214.

Student will learn of contemporary current issues art, art movements and philosophy. Course will cover Euro and Euro-American and modern Native American art. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iná and Siihasin as a process for learning.

ARH 315 History of Graphic Design (3)

Prerequisites: DA 110, ENG 101, and 102.

Examination of the history and development of graphic design from the Industrial Revolution through the 21st century. The course will study how graphic design responded to (and affected) international, social, political, and technological developments since 1450. Emphasis will be on printed work from 1880 to 1970 and the relationship of that work to other visual arts and design disciplines. Three hours lecture per week.

ARH 361 Twentieth-Century and Contemporary Native (3)

Prerequisite: ARH 214.

This course covers twentieth-century and contemporary Native American Art. Readings are paired with examination of artworks and discussion of their contexts of production and reception. The course is taught as lecture and discussion.

The professor will provide students with discussion questions that will guide their reading and serve as the focus of class discussions. Students will be expected to complete all readings before the day on which they are listed on the syllabus and come to class prepared to discuss them.

Tests and writing assignments develop effective writing skills and group presentations develop their ability to communicate orally. Students are given a map quiz, a mid-term essay exam and a comprehensive final essay exam. In addition, ten two-page weekly papers demonstrating an understanding and ability to articulate the content of the assigned readings are required.

ARH 413 Contemporary American Indian Masters (3)

Prerequisites: All core art history courses, ARH 313.

Students will learn of contemporary American Indian Masters RC Gorman, Allan Houser, Fritz Scholder, T.C. Cannon and other American Indian Masters. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iná and Siihasin as a process for learning.

ASTRONOMY (AST)

AST 100 Fundamentals of Astronomy (4).

Prerequisite: ENG 075, 085, or instructor's permission. Students will be introduced to the planets, solar system, and galaxy: sun, moon, and other satellites; stars and constellations; black holes; and other celestial bodies. Navajo stories of creation are related to the scientific view. A nighttime laboratory is required. This course meets for three hours lecture and three hours laboratory per week.

BIOLOGY (BIO)

BIO 100 Biology Concepts (4)

Prerequisite: ENG 085.

This one-semester, non-major introductory course covers basic principles and concepts of biology, including how organisms obtain and use energy, reproduction, heredity, evolution, and response to the environment. Environmental issues affecting life, such as global warming, are introduced.

BIO 156 Introduction Biology for Allied Health (4)

Prerequisite: ENG 075 plus ENG 101 or instructor's permission.

For allied health majors, this is an introductory course with an emphasis on the human body. Includes instruction in fundamental concepts of cell biology, histology, genetics microbiology, and principles of the scientific method.

BIO 160 Introduction to Human Anatomy and Physiology (4)

Students examine the structure and function of all the major systems of the body. Basic principles and concepts of scientific method, organization, homeostasis, and control mechanisms are studied. This course meets for three hours lecture and three hours laboratory per week. This course does not meet nursing program requirements.

BIO 165 Cancer Prevention and Control (3)

Cancer Prevention and Control focuses on the core concepts of biology and public health as they relate to cancer. The course addresses both the biological processes within cells that may result in cancer and public health approaches to cancer, including cancer epidemiology, education, screening, early detection, and treatment options. Special emphasis is placed on the impact of language and cultural issues in developing and implementing cancer prevention programs. Numerous basic concepts of biology and public health are covered, so students should have taken at least one course in introductory biology and one course in introductory public health before enrolling in this course.

BIO/PUH 170 Medical Terminology (3)

Prerequisite: Reading proficiency requirement or concurrent enrollment in ENG 101.

Basic tools are provided, such as root words, prefixes, and suffixes, for building an effective verbal and written biomedical vocabulary.

BIO 181 General Biology I (4)

Prerequisite: ENG 075, MTH 100, plus ENG 101. or instructor's permission.

One year of high school chemistry or one semester of college chemistry is recommended. This course entails basic principles of structure and function of living things at the molecular, cellular, and system levels of organization. This course meets for three hours lecture and three hours laboratory per week.

BIO 182 General Biology II (4)

Prerequisite: BIO 181 or instructor's permission.

Students deepen their understanding by learning additional principles of structure and function of living things at molecular, cellular, and higher levels of organization. This course meets for three hours lecture and three hours laboratory per week.

BIO 184 Plant Biology (4)

The study of principles and processes in plant biology with emphasis on vascular plants. Students survey the plant kingdom. Course includes study of Native American Medicinal Plants. This course meets for three hours lecture and three-hour laboratory per week.

BIO 201 Human Anatomy and Physiology I (4)

Prerequisite: BIO 181.

Anatomy and physiology is the study of the structure and function of the human body. Selected topics include cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. This course meets for three hours lecture and three hours laboratory per week.

BIO 202 Human Anatomy and Physiology II (4)

Prerequisite: BIO 181, 201.

This course is a continuation of the study of the structure and function of the human body. Selected topics include the endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. This course meets for three hours lecture and four hours laboratory per week.

BIO 205 Microbiology (4)

Prerequisite: BIO 181 and another BIO class (college level) or CHM class.

One semester of college-level chemistry is recommended. Students study microorganisms and their relationship to health, ecology, and related fields. The field of microbiology is extensive, and in this class emphasis will be on basic principles and their application in medical microbiology. The class will meet for three hours lecture and four hours laboratory per week.

BIO 221 Invertebrate Biology I (4)

Prerequisite: BIO 181.

This is part one of a two semester sequence and involves the survey of Phyla Porifera through Chordata including Blast coelomate by using selected taxa to illustrate concepts in evolution, systematics, physiology, morphology, life history, ecology and behavior. Lectures will be focusing on organizing and interpreting information about invertebrate organisms in order to illustrate evolutionary relationships within and between taxa as well as adaptations that allow Species to inhabit specific habits. Laboratories will supply preserved examples of taxa.

BIO 222 Invertebrate Biology II (4)

Prerequisite: BIO 181.

This is part two of a two semester sequence and involves the survey of Phyla Annelida through Arthropoda by using selected taxa to illustrate concepts in evolution, systematics, physiology, morphology, life history, ecology and behavior.

Lectures will be focusing on organizing and interpreting information about invertebrate organisms in order to illustrate the following: Evolutionary relationships within and between taxa as well as adaptations that allow species to inhabit specific habitats. Laboratories will supply reserved examples of taxa.

BIO 296 Scientific Research Seminar (1)

The course is for science and engineering majors, but anyone who is interested in learning more about science-related research is also welcome. It offers a broad-based background in current scientific research. Weekly discussions on various methods used in scientific research are covered in the course along with some hands-on research experiences.

BIO 305 Writing in Biology (1)

Prerequisite: BIO 181 or 182; Co requisite: BIO 326L. Writing component for BIO 326L.

BIO 320 Human Pathophysiology (4)

Prerequisite: BIO 201, 202 or instructor's permission. BIO 351 recommended.

Faculty provide a survey of disease processes affecting the major organ systems of the body, beginning with cell injury and death, inflammation, repair and defense mechanisms, and disorders of cellular differentiation. Concepts learned will form a basis for understanding the altered physiological states that will be encountered in the health care professions.

BIO 326 Ecology (4)

Prerequisite: BIO 181 and 182. Co-requisite BIO 365.

Students are introduced to the concepts and principles of ecology, including organization, function, and development of ecosystems; biogeochemical cycles; population dynamics; and other related topics. This course meets for three hours lecture and three hours laboratory per week, which includes field studies and possible weekend field trips.

BIO 340 General Genetics (4)

Prerequisite: BIO 181 and another BIO class (college level). One semester of college-level chemistry is recommended.

Students will survey mechanisms of inheritance (Mendelian and non-Mendelian) and modern molecular genetics, including regulation of transcription and translation, introduction to genomes, understanding the basics of gene transmission, mutation, expression, and regulation, and extra nuclear genomes of mitochondria. This course meets for three hours lecture and three hours laboratory per week. Laboratory sessions include utilization of techniques of both classical genetics (with plants, fungi, and invertebrates) and contemporary molecular genetics.

BIO 344 Cellular and Molecular Biology (4)

This course will provide an introduction to cell biology and will introduce students to the following topics: cell chemistry, DNA replication, cell cycle, transcription, translation, protein, cellular membranes and architecture, and signal transduction pathways. Lab section will emphasize modern methods in molecular biology including restriction fragment analysis, DNA and RNA electrophoresis techniques, molecular cloning, polymerase chain reaction (PCR), DNA sequencing, CRISPR, and transgenic technology. This course is appropriate for those pursuing a Bachelor's in Biology or for those interested in molecular basic of life.

BIO 351 Developmental Biology (3)

Prerequisites: BIO 182, 340; (can be Co requisite)

Principles of developmental biology, including the development of major organ systems and their underlying molecular and cellular mechanisms. Illustrated mainly using vertebrate examples.

BIO 365 Writing in the Biological Sciences (3)

Prerequisite: BIO 182. Co-requisite: BIO 326

This course provides students with practice in biological writing for both technical and non-technical audiences, with the goal of fostering development of effective communication of scientific information by majors in the biological science.

BIO 370 Vertebrate Zoology (4)

Prerequisite: Minimum grade of 'C' in BIO 181. Co-requisite BIO 326.

This course is a study of the evolution, diversity, distribution, and ecology of the vertebrates. It meets for three hours lecture and three hours laboratory per week.

BIO 372 Revolutionary Thought in Biology (3)

The course will provide a critical evaluation of some of the theories that have had, or are having a major influence on our perception of the biological world. The theories will be studied and the supporting evidence of the theories.

BIO 385 Comparative Invertebrate Zoology (4)

Prerequisite: BIO 181.

This course involves the survey of Protists through the non-chordate members of Kingdom Animalia. It will use selected taxa to illustrate concepts of evolution, systematics, physiology, morphology, life history, ecology and behavior. Lectures will focus on organizing and interpreting information about invertebrate organisms in order to illustrate evolutionary relationships within and among taxa as well as adaptations that allow species to inhabit specific habitats. Laboratories will supply models of taxa as described in lecture.

BIO 408 Field Work Experience (1-12)

No repeat limit.

Supervised field experience in an appropriate agency or organization.

BIO 415 Plant Taxonomy (4)

Prerequisite: BIO 182.

Introduces the principles of plant classification: a survey of flowering plant families of northern Arizona and other temperate families, identification, and preservation of wildflower and grasses. Special topics include origin of major groups, higher-level classification, species concepts, speciation, and biogeography.

BIO 425 Animal Physiology (4)

Prerequisite or Co-requisite: BIO 344.

This course examines the function and integration of animal tissue, organs, and organ systems in the maintenance of homeostasis. Lab experience in the study of animal tissue, organs and organ systems. Special emphasis on physiological responses and adaptations to environmental extremes, southwestern animal adaptations with application to human adaptations. Three hours of lecture and three hours of laboratory.

BIO 426 Plants and Climate (3)

Prerequisite: BIO 181, 182, Recommended BIO 415, ENV 105, CHM 360.

This is a capstone course which analyzes plant physiological functions, including photosynthesis, transpiration, respiration, energy balance, and interactions with past current climate systems. Three hours lecture.

BIO 435 Evolutionary Biology (3)

Prerequisite: BIO 182.

This course introduces Evolutionary principle, Evolution of organism, including variation, natural selection, adaptations, population genetics, speciation, patterns and rates of evolution, phylogenetic, and the fossil record.

BIO 485 Undergraduate Research (1-6)

Prerequisite: Repeat up to 12 units.

The course offers original research under the supervision of a researcher advisor.

BIO 497 Independent Study (1-6)

Prerequisite: No repeat limit. Individualized approach to select topics by guided reading and critical evaluation.

BIO 498 Senior Seminar (1)

Integrates theory and practice of biological concepts, with emphasis on historical contemporary and future issues. Letter grade only. May be repeated for a maximum of three units.

BIO 499 Contemporary Developments (1-3)

No repeat limit.

This course examines recent trends and investigations in a selected area of a major field of study. Letter grade only.

BIO 573 Field Ecology (4)

Applications of ecological issues in the field. Identification of original field research problems in diverse habitats, experimentation, data analyses, oral presentation of findings, and reports.

BI-LINGUAL EDUCATION (BLE)

BLE 350 Principles of Language Minority Education (3)

Prerequisite: Acceptance in the B.A in Education Program.

This course is an overview of philosophical and theoretical foundation of bilingual education and ESL models of instruction. Students will engage in other topics include significant legislative and judicial measures. Included effective practices for language majority at-risk students as well as practices that characterize effective program and instruction for language minority students of diverse culture. The intercultural reasoning and intercultural competence will guide students to defend stands.

BLE 351 Social Studies Methods, Management and Assessment in K-8 BLE/ESL Setting (3)

Prerequisite: Acceptance in the B.A in Education Program.

This course examines method, classroom management strategies, and assessment techniques for social studies instruction K-8 BLE/ESL classes. The underlying of the social studies methods courses are embedded in constructivist philosophy. In this approach, students learn best when they are involved directly in authentic experiences. The course content allows students to explain multicultural relationships with other people, to institutions, and to the environment, and equip them with knowledge and understanding of the past. The teacher mediates the experiences such that students gain in-depth understandings of their own lives within a diverse society and of today's world. The critical thinking process, social skills development and self-esteem will reflect student assessment.

BLE 352 Understanding Human Development (3)

Prerequisite: Acceptance in the B.A in Education Program.

This foundations course introduces candidate teachers to education theories to help them understand how children attempt to "make sense" of information and events that shape learning and development in their lives at schools as well as outside the school environment. Multicultural perspectives of how children learn and develop with focus on discovering a balance between ethno-culture diversity with a firm society bond, persevering and promoting the variety of ethnic and cultural authenticities with a vision to the progressive development of an individual in a multicultural society. Students will also recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.

BLE 353 Literacy/Language Instruction for ESL Learner (3)

Prerequisite: Acceptance in the B.A in Education Program.

In this course, students are introduced to ways of understanding home and school languages and literacy as a part of self-expression. Literacy across the disciplines and in Language Arts K-8 classrooms will be studied. The focus is on how the emergent literacy and language acquisition of non-English-language-background. Students will be observed and supported by teachers in K-8 teachers in a multicultural school setting. Topics covered include language and literacy learning, developing and organizing

instruction, self-understanding and self-expression, feedback, and assessment of learning. Identify and communicate in various genres in oral, written, and digital, using strategies appropriate for attending to audience, purpose, and context.

BLE 386 Field Experience (2)

Prerequisite: Acceptance in the B.A in Education Program.

This 6-week field experience provides the student an opportunity to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and supervisor provide guidance during this learning experience. The student will engage in daily classroom activities, teach, and assess lessons with small/whole groups. Reading, writing, mathematics and science practicum experiences allow students opportunities to observe and interact with students in authentic classrooms as well as plan and teach lessons for all subjects. Apply strategies and theoretical viewpoints for understanding.

BLE 390 Student Growth and Development (3)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester 1 courses (BLE 350-BLE 386).

This course's primary emphasis is on K-8 learners. The course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences for students studying to be teachers and educational leaders. This course describes behaviorist and social cognitive view of learning, intrinsic and extrinsic motivation, and informal and formal assessments that prepare teachers and education leaders for the classroom and schools. The social responsibility to collaborate and team building skills to create an engaging learning environment.

BLE 391 Diversity in Families and Communication in a Multicultural Setting (3)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester 1 courses (BLE 350-BLE 386).

This course develops effective cross-culture communication skills. Students will practice active listening, etiquette and improve method of communication between cultures. Understanding of Diversity and the shifting role of schools in a multiethnic society. Student will study varies cultures and develop approaches to incorporate Multicultural standpoints across curriculum of how children K-8 learn. The evaluation and production of arguments to defend viewpoint and thesis.

BLE 392 Reading Methods, Management and Assessment in K-8 BLE/ESL Setting (3)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester 1 courses (BLE 350-BLE 386).

This course student's will study the teaching of reading instruction for limited-English proficient students in K-8 schools, particularly to a Multicultural setting. Students will examine the reading process comprehending a variety of texts, instructional strategies for teaching reading, understanding of digital literacy, critical thinking and assessing student learning. They will gain a greater understanding of how children's literature is utilized in the classroom. Students will plan, select and collect materials. In addition, they will develop goals, collect evidence, evaluate evidence and assess students' reading skills.

BLE 393 Science Methods, Management and Assessment in K-8 BLE/ESL Settings (3)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester 1 courses (BLE 350-BLE 386).

This course student's will integrate methods, management strategies, materials, and assessment procedures for teaching science to BLE/ESL students in K-8 school. Students will apply appropriate state and common core standards to design inquiry-based lessons with cooperative learning strategies. They will use quantitative reasoning to apply science concepts to explore issues in multicultural settings.

BLE 396 Field Experience (2)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester 1 courses (BLE 350-BLE 386).

This 6-week field experience provides the student an opportunity to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and supervisor provide guidance during this learning experience. The student will engage in daily classroom activities, teach, and assess lesson with small/whole groups. Reading, writing, mathematics and science practicum experiences allow students opportunities to observe and interact with students in authentic classrooms as well as plan and teach lessons for all subjects. Apply strategies and theoretical view points for understanding.

BLE 440 Language Arts Methods, Management and Assessment in K-8 BLE/ESL Settings

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester I and II courses (BLE 350-BLE 396).

This course student will learn methods of understanding home and school languages and literacy as a part of self-expression transition literacy skills, particularly critical reading of content. Literacy across the disciplines and in Language Arts K-8 classrooms will be studied. The focus is on how the emergent literacy and language acquisition of non-English-language-background. Students will be observed and supported by K-8 teachers in a multicultural school setting. Topics covered include language and literacy learning, developing and organizing instruction, self-understanding and self-expression, feedback, and assessment of learning. Evaluate the authority of sources in their own arguments and those of others, using strategies appropriate for attending to audience, purpose, and context.

BLE 450 Effective Classroom (3)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester I and II courses (BLE 350-BLE 396).

This course is designed to prepare future teachers with the necessary classroom management skills needed for student success by providing instruction on classroom process, techniques and procedures, expectations through positive reinforcement, high expectations and discipline that instills independence and enhances student growth. Systemic motivational strategies for a diverse student body are covered. The impact on student learning due to emotional, social physical cognitive development from birth through adolescence is explored. Also covered are educational strategies to assist students with exceptional needs. Prompting and assisting students to the goal and result of a well-managed classroom is structure. Research as Inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.

BLE 460 Mathematics Methods, Management and Assessment in K-8 BLE/ESL Settings.

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester I and II courses (BLE 350-BLE 396).

This course student's will integrated method, management strategies, materials, and assessment procedures for teaching Mathematics to BLE/ESL students in K-8 schools. Students will apply appropriate state and common core standards to design inquiry-based lessons with cooperative learning strategies. They will use quantitative reasoning to apply Mathematics concept to explore issues in multicultural settings.

BLE 470 Effective Teaching (3)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester I and II courses (BLE 350-BLE 396).

This course uses effective instructional processes, techniques and procedures to help teachers lead their classroom toward high levels of student success. Students learn practical keys and strategies for increased student motivation and learning in a diverse classroom. The process of social, emotional, physical and cognitive development from birth through adolescence and their implications for student learning are reviewed. Student examine a variety of classroom management models for understanding classroom behavior and educational strategies that are effective in helping all students succeed. Students will identify and gather information data to address concerns and develop conclusions to effective teaching in a multicultural setting.

BLE 476 Student Teaching (12)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester I, II and III courses (BLE 350-BLE 486).

This course covers the final semester of the senior year. Students are placed in a K-8 school. They will be expected to show understanding and application of pupil management, planning and delivery of instruction, and assessment. Focuses on use of English language learning and bilingual/multicultural strategies; integrates all previous course work. Synthesized experience in curriculum instruction and classroom management in a BLE/ESL, setting. Student will apply appropriate quantitative models to real world or other contextual problems.

BLE 486 Field Experience (2)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester I and II courses (BLE 350-BLE 396).

This six (6) week field experience provides the student an opportunity to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and supervisor provide guidance during this learning experience. The student will engage in daily classroom activities, teach, and assess lessons with small/whole groups. Reading, writing, mathematics and science practicum experiences allow students opportunities to observe and interact with student in authentic classrooms as well as plan and teach lessons for all subjects. Apply strategies and theoretical view points for understanding.

BLE 496 Education Seminar (2)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester I, II and III courses (BLE 350-BLE 486).

Students reflect upon their experiences in student teaching and review their commitment to a career in Education in this capstone course. During this semester, students as cohort members will share their experiences in schools-lessons learned, current dilemmas, and joys experienced. Students will create, complete, and present a professional portfolio. They will also conclude preparation for the NES Professional and Content Standards exams and show completion of or schedule a date for taking the tests. Students evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

BUSINESS AND OFFICE ADMINISTRATION (BUS)

BUS 111 Keyboarding (3)

This course enables students to learn skills on the computer keyboard. The students will learn to key alphabetical and number keys by touch; basic skills in formatting letters, memos, and reports; and composing other business documents. One hour laboratory required.

BUS 121 Records Management (3)

Prerequisite: ENG 075.

This course is an introduction to records management and covers alphabetic filing rules and methods of storing and retrieving alphabetic, subject, numeric, and geographic records as well as the management of physical and electronic records.

BUS 124 Office Procedures (3)

Prerequisite: BUS 111.

This course introduces the students to general office duties, including telephone techniques, receptionist duties, record-keeping, time management, and employment preparation.

BUS 141 Introduction to Business (3)

Prerequisite: ENG 075.

This survey course is designed to orient students to the role of business in the American economic system. An overview of business ownership, management, marketing, data processing, human resources, accounting, finance, consumerism, and the economic environment of capitalism is provided.

BUS 142 Business Math (3)

Prerequisite: MTH 096, ENG 075.

This course emphasizes mathematics used in business: percentages, interest, discounts, cost markup and markdown, taxes, checking accounts, insurance, and payroll with emphasis on proficient use of the calculator.

BUS 143 Business English (3)

This course introduces students to basic grammar and sentence structure used in the business world.

BUS 180 Computers in Business (3)

Prerequisite: Basic keyboarding skills.

This course is an introduction to microcomputers in the business world. It emphasizes the use of software for processing business data, including word processing, spreadsheets, databases, and presentation software. One hour laboratory required.

BUS 204 Business Law (3)

Prerequisite: ENG 075.

This course introduces law and the legal process as they relate to business transactions such as contracts, sales, commercial paper and secured transactions. It also includes discussions of business ethics.

BUS 211 Business Internship (3)

Prerequisite: Must have successfully completed 45+ credit hours.

The course is for advanced business students who have completed the majority of their program requirements. The students will be employed in a position related to their degree program. All students will be required to work 100 hours at their job site. The interns will be responsible for weekly reports, work evaluations, completing a career portfolio, and other class-related activities assigned by the coordinating teacher.

BUS 214 Word Processing I (3)

Prerequisite: Minimum grade of 'C' in BUS 111.

This course is a basic introduction to word processing. It includes application of the basic functions of the word processor. One hour laboratory required.

BUS 216 Word Processing II (3)

Prerequisite: Minimum grade of 'C' in BUS 214.

A continuation of Word Processing I. Applies basic and advanced functions of word processing. One hour laboratory required.

BUS 218 Spreadsheets for Business (3)

Prerequisite: Minimum grade of 'C' in ENG 075, 085, MTH 096, BUS 216, 180.

In-depth coverage of Microsoft Excel including creating, editing, and formatting spreadsheets worksheets of varying complexity. Plan, research, create, revise and publish worksheets and workbooks to meet business needs. Student can expect to be proficient in using Excel to organize, analyze, and present information.

BUS 240 Personal Finance (3)

Prerequisite: BUS 142, ACC 100.

This course creates an awareness of personal money management with particular emphasis on budgeting, borrowing, purchasing, investing, insurance, and other financial planning.

BUS 243 Business Communications (3)

Prerequisite: ENG 075, 085.

This course emphasizes the importance of skills in oral and written communication in the world of business, giving special attention to proofreading and mechanics of grammar.

BUS 265 Statistical Analysis for Business (3)

Prerequisites: Minimum grade of 'C' in MTH 110.

Methods of statistical description. Applies probability theory and statistical inference in business. One hour laboratory required.

BUS 270 Quantitative Methods in Business (3)

Prerequisites: MTH 110, BUS 265, ACC 201.

Business applications of quantitative optimization methods in operations management decisions. One hour laboratory required.

BUS 340 Technical and Grant Writing (3)

Prerequisite: ACC 201, BUS 204.

This course will guide students in analyzing and improving their writing styles for printed texts, as well as adjusting their styles to online writing standards. With technical writing as a foundation, developing a grant proposal will be the primary focus in the course plus writing, editing, printing documents, and modifying them for posting online.

BUS 350 Business Professional Ethic (3)

Prerequisite: BUS 204, CIS 111, COM 121.

An examination of ethics in business and work. Among the topics to be addressed are: recognizing and analyzing ethical issues in business; promoting ethical behavior in corporation and institutions; the social responsibilities of business; the role of business in a free market economy; ethics in the global economy; the role of the professions in contemporary American society.

BUS 360 Business of Gaming Industry (3)

Prerequisite: ACC 201, BUS 204.

This course examines the role of the gaming industry in tribal economic development. Students will analyze the state and federal laws (compacts) governing the gaming, management of casinos and related enterprises, revenue stream and how the revenue are being used to promote economic development and the well-being of the population.

BUS 420 Public Relations (3)

Prerequisite: MKT 240, BUS 350.

This course covers strategic issues and effective practices of communication between organizations and their constituencies. The coursework includes the study of public opinion research, media relations, public communication campaigns, consumer identity, and representational ethics.

Students gain practical experience in writing news releases, conducting surveys, and designing integrated campaigns.

BUS 460 Tribal and Federal Laws (3)

Prerequisite: MGT 320, BUS 204.

This course will examine the relationship between the Federal Government and Tribes deriving from Federal and state law. Students will also study the composition and jurisdiction of the different levels of

courts having jurisdiction over the tribal territories and other tribal issues resulting from the legal relationship between the Federal Government and Tribes.

BUS 485 Policy Development & Analysis (3)

Prerequisites: MGT 350, BUS 460,420.

This course examines public administration and policy, focusing on federal and tribal government policy. Topics include management and leadership, human resources, bureaucratic politics and policy, budgeting, planning, and administrative law.

CULTURAL ARTS (CA)

CA 105 Introduction to Navajo Weaving (3)

Note: Cross-listed with NCA 105.

Introduction to the basic fabrication methods in textiles as they relate to Navajo weaving. Students will learn basic skills such traditional upright-loom weaving techniques, warping and vertical design implementation as a addition to the origin, purposes, philosophy and historical development of weaving from the Diné perspective.

CA 108 Introduction to Navajo Silversmithing (3)

Students will learn fundamental fabrication techniques required to produce earrings, pendants and bracelets using traditional Navajo silversmith techniques. Students will be introduced to basic design principles, studio safety measures, tools of the trade and fabrication methods. In addition to creating jewelry, students will also learn how to order raw materials and conserve scrap. Emphasis will be placed on the importance of Silversmithing to Navajo culture and how symbolism and story can be portrayed both in design and through verbal and written communication.

CA 205 Foundation to Navajo Weaving (3)

Prerequisite: CA 105 or NCA 108. Note: Cross-listed with NCA 205.

Continuation of the basic fabrication methods in textiles as they relate to Navajo weaving. Students will learn basic skills of Navajo Weaving with an emphasis of learning the diagonal patters and warping.

CA 208 Foundations Navajo Silversmithing (3)

Prerequisite: CA 108 or NCA 108. Cross-listed with CA 208.

Continuation of basic fabrication methods in metal as they relate to Navajo Silversmithing. Students will learn improve upon their skills in design, forming, soldering, and overlay as well as the continued studies of silversmithing's impact on the Navajo culture. Completed projects will include: beads, 3D mini sculpture, chain and pendant/brooch.

CA 305 Wool Processing I (3)

Prerequisite: CA 205 or NCA 205.

Introduction to the basic processing of wool preparation related to Navajo Weaving. Students will learn basic skills such as learning different grades of raw wool, skirting fleece, washing wool, carding wool, hand spinning wool in different weights, understanding different plying methods (z twist vs. s twist), learning Navajo 3-ply, understanding the difference between machine process wool and hand process wool.

CA 308 Intermediate Navajo Silversmith (3)

Prerequisite: CA 208 NCA 208.

Students will learn response and casting methods as they relate to Navajo Silversmithing. Students will improve upon skills acquired in previous courses, learn and practice casting methods such as tufa, cuttlebone and sandcasting, and continue studying silversmithing's impact on the Navajo culture. Completed projects will include: a concho, bolo tie, naja and bowguard.

CA 315 Wool Processing II (3)

Prerequisite: CA 305.

Introduction to the basic processes of dyeing wool related to Navajo weaving. Students will learn basic skills in dyeing wool the Navajo way. Students will experiment with vegetal dyes and aniline packet dyes and understand the uses of mordants. Students will dye raw wool, handspun skeins of wool, and machine spun wool. Students will experiment with dyeing, protein and cellulose fibers.

CA 340 Business Planning and Marketing for the Arts (3)

Prerequisite: ENG 101.

Students will learn advanced business fundamentals and understand the cross section of art and entrepreneurship.

CA 405 Advanced Navajo Weaving (3)

Prerequisite: CA 315.

Introduction to advanced Navajo Weaving. Students will learn how to weave 3 complex weaving patterns (size 8" x 25"), implementing vertical and diagonal weaving techniques, either using 2 sheds (regular weaving) or multiple sheds (twill weaving). Projects include: Raised outline, twill, two-faced textiles.

CA 408 Advanced Navajo Silversmithing (3)

Prerequisite: CA 308.

Students will learn how to set cabochons and create bezel styles commonly used in Navajo Silversmithing. Additionally, students will learn how to hammer set thicker bezels, learn and practice advanced forming and heavy gauge soldering skills, and continue studying silversmithing's impact on the Navajo culture. Completed projects will include: a multi-stone bracelet, ring with a bezel set cabochon, belt buckle and squash blossom necklace. An emphasis will be placed on using ancestral and fabrication techniques and marketing finished pieces.

CA 418 Lapidary and Inlay (3)

Prerequisite: NCA 208.

This course is designed to be the culmination of skills learned throughout the silversmithing course taken to date. Students will be expected to use skills acquired in previous courses to build the settings that will house their inlay projects. Chip inlay, channel inlay and cushion style inlay will be introduced and practiced over the course of the semester. Completed projects will include a collection of cabochons, ring, chip inlay, ring and cushion inlay cuff bracelet.

CHEMISTRY (CHM)

CHM 130 Fundamental Chemistry (4)

Prerequisite: ENG 075, 085, and MTH 096.

Students receive a survey of modern chemistry and the relationship of chemical principles to familiar aspects of living, including topics relevant to Navajo culture. The faculty will discuss theories of atoms, molecules, chemical bonds, chemical reactivity, solutions, and the chemical basis of life. This course is suitable for allied health and education majors. This course meets for three hours lecture and three hours laboratory per week.

CHM 151 General Chemistry I (5)

Prerequisite: High school chemistry plus MTH 110 or equivalent or instructor's permission.

The first semester of this two-semester sequence presents fundamental concepts of chemistry with an emphasis on theoretical and physical principles; atomic and molecular structure and theory; principles of chemical bonding, and their impact on the properties of gases, liquids, and solids.

Laboratory experiments illustrate chemical principles, some of which are quantitative in nature, involving titrimetric and gravimetric methods.

Instrumentation in this class includes use of the spectrophotometer. This course meets for four hours lecture and three hours laboratory per week.

Note: This course is designed for pre-professional, engineering and chemistry majors.

CHM 152 General Chemistry II (4)

This course is a continuation of CHM 151. Topics include physical states of matter, equations of state, phase transformations, solutions and colloids, chemical thermodynamics and kinetics, electrochemistry, ionic equilibrium, and instrumental analysis. This course meets for three hours lecture and three hours laboratory per week.

CHM 300 Fundamental Organic Chemistry (4)

Prerequisite: CHM 130 or equivalent or instructor's permission.

In this course, students survey modern organic chemistry. Topics include structure, properties, and reactions of the various classes of organic chemicals, such as saturated and unsaturated hydrocarbons, alcohols, halides, carbonyls, and amines. Reaction mechanisms are introduced with examples such as simple synthesis and biochemical reactions. This course is designed for allied health and nursing majors. This class meets for three hours lecture and three hours of laboratory per week.

CHM 301 General Organic Chemistry I (5)

Prerequisite: CHM 152 or instructor's permission. This is the first course in a two semester sequence that will study the structure, physical properties, synthesis, and typical reactions of the various series of aliphatic, alicyclic, and aromatic compounds, with attention to reaction mechanisms and applications to living systems. This course meets for four hours lecture and three hours laboratory per week.

Note: This course is for pre-professional, engineering, and chemistry majors.

CHM 302 General Organic Chemistry II (4)

Prerequisite: CHM 301.

This course is a continuation of CHM 235. Topics include spectroscopic applications in organic chemistry; condensation reactions of carbonyl compounds, rearrangement reactions, and mechanisms; and chemistry of fats, amines, proteins, and carbohydrates. This course meets for three hours lecture and three hours laboratory per week.

CHM 360 Fundamental Biochemistry (3)

Prerequisite: BIO 181 and CHM 230 or 235.

Principles of biochemistry emphasizing biologically important compounds and their functions and metabolism in living cells.

Certified Medical Assistant (CMA)

CMA 103 Introduction to Medical Assisting (3)

This course introduces the student to the fundamental knowledge, skills and behavior needed to function effectively in a medical office/clinic. The core elements of this course will focus on professionalism, communication skills, healthcare law and ethics, cultural diversity, safety in the workplace and patient assessment skills.

CMA 104 Introduction to Medical Lab Techniques (3)

This course introduces the student to the CLIA-waived clinical laboratory procedures commonly performed in the ambulatory-care settings. Students will acquire skills necessary to properly obtain blood specimens for laboratory testing. Basic laboratory principals are emphasized including quality assurance and safety requirements. Principals and techniques of commonly performed procedures are practiced.

CMA 105 Basic Mathematics, Quality Control and Statistics (3)

This will be an essential basic Math skills practice and competency development class that will prepare our Certified Medical Assistant Program students to work in various healthcare departments with expanded responsibilities involved in working within medical businesses like hospitals, pharmacies, laboratories, Daycares, assisted living facilities, and other healthcare facilities. The students will also be prepared to use generate and handle a variety of hospital management software systems and Electronic Health Record (EHR) systems during this course.

CMA Exam 1: Mid-program Review and Exam (0)

Prerequisite: CMA 160/BIO 160, CMA 170/BIO 170, CMA 103, 104, 104 and 105.

On completion courses listed as prerequisites in semester one, the Certified Medical Assistant Program students will appear for a Mid-Program Review and Exam to monitor their level of understanding, progress and deficiencies. It is mandatory to pass this exam in order to move forward in the program.

CMA 107 Biosafety and Infection Control (3)

This course introduces the student to the fundamental knowledge, skills and behavior needed to function effectively in a medical office/clinic or healthcare setting. They will be prepared to follow all the basic biosafety measures and Infection control etiquettes to keep themselves, their fellow colleagues, their environment and their loved ones safe, healthy and active while working in a healthcare facility.

CMA 108 Pharmacology for Medical Assistant (4)

This course introduces the student to drug actions, classification, drug preparation and drug dispensing and administration. Emphasis on most commonly prescribed drugs, dosages, systems of measurement, forms and calculations, adverse effects, patient education and medication error reduction.

CMA 109 Ambulatory Care Clinical Procedures (4)

This course will introduce general clinical procedures performed in an ambulatory care setting, including preparing patients and assisting with physical examinations, minor office surgery, specialized procedures, and maintenance of the clinical setting.

CMA 110 Medical Office Administration (3)

This course encompasses supervised application of clinical and administrative skills in medical office setting with varied and expanded level of responsibilities that may involve communication skills, record filling, patient education, and patient's dealing etc.

CMA 111 Medical Business Practice Administrative functions and coding (3)

This course will cover third party billing techniques as well as diagnosis and procedural coding systems that are common in medical offices. The additional topics such as communication skills, medical ethics, legal issues, and resources managed care contracting, fee schedules, claims developing and proceedings, cost containment and electronic data systems will be covered.

CMA Exam 2: Final Exam (0)

Prerequisites: CMA 160/BIO 160, CMA 170/BIO 170, CMA Exam 1, 107, 108, 109, 110, and 111.

On completion of all courses of Certified Medical Assistant Program and before starting the Externship training at TCRHCC or any other partnering health care facility it will be necessary for the students to appear for a Final Comprehensive Exam to monitor their overall level of understanding, competencies and knowledge requirements for a medical assistant. None of the students will be allowed to go for externship at any healthcare facility before clearing all courses and passing both CMA Exam I and CMA Exam 2.

CMA 113 Medical Assistant Externship (240 hours) (4)

This course encompasses supervised application of clinical and administrative skills during a 240-hour externship in an ambulatory care facility. Students record their clinical experience in an anecdotal format and are required to pass a mock certification skills exam.

COMMUNICATION (COM)

COM 121 Speech Communication (3)

Prerequisite: ENG 075, 101.

A study of principles, cultural dimensions, and techniques of public speaking. Students prepare and present speeches.

COMPUTER INFORMATION SYSTEM (CIS)

CIS 111 Introduction to Computers (3)

Prerequisite: Minimum grade of 'C' in ENG 075, 085, MTH 096.

This course introduces business information systems and the uses of business application software with an emphasis on database and spreadsheet packages. One-hour laboratory required.

CIS 155 Introduction to Programming (3)

Prerequisite: Minimum grade of 'C' in CIS 111.

Study of the fundamentals of programming, including algorithmic design, programming constructs object-oriented concepts, data structures, file processing, and testing. Uses the C#. Net platform. One hour laboratory required.

CIS 210 Systems Analysis and Design (3)

Prerequisite: Minimum grade of 'C' in CIS 155.

Principles of information systems analysis and design using high-level development tools. Covers flow diagrams, PERT charts, and Gantt charts. Requires a case study (small-group) project. One hour laboratory required.

COMPUTER SCIENCE (CSC)

CSC 110 Introduction to Computer Technology (3)

The student will learn the concepts of computers and computer systems starting with the evolution of computing from counting through artificial intelligence, the relevance and impact of computing. Topics include the history of computing, the impact of computers on society, basic hardware and software concepts, networking and communications, operating systems, privacy, ethics and security, the limits of computing, and algorithmic problem solving. Student will experiment with short bits of "computer code" to bring to life the power and limitations of computers.

CSC 140 Hardware Fundamentals (3)

Introduction to electronics as it applies to computers. Theory of computer hardware and how programs are implemented in that hardware.

Practical skills of maintaining, upgrading, and Building computers. Three hours lecture and two hours laboratory per week.

CSC 150 Programming Fundamentals (3)

Co-requisite: MTH 100.

An introduction to computers programming in computer science. The course takes a balanced approach using object oriented programming style to teaching programming paradigms, principles, and the language mechanisms while focusing on language constructs and programming skills. Lectures and labs

are designed to improve critical thinking skills, communications, and problem-solving capabilities. Topics include file management, branching iteration, data types, functions, and arrays. Since computer programming involves computational modes of thing, it will help to have mathematical skills and logical aptitude.

CSC 170 Web Programming Fundamentals (4)

Co-requisite: ENG 085.

Web fundamentals for CS majors. How to create structured documents and share them on a network. HTTP, HTML, XML, and CSS. Media on the web: images, sound, animation, and text encodings. Security and usability, integrating programs and data-bases with web documents. Three hours lecture and two hours laboratory per week.

CSC 190 OS Fundamentals (3)

Co-requisite: CSC 150 or 170.

Fundamentals of operating systems—theory and system administration using Linux or other POSIX compliant OS. Three hours lecture and two hours laboratory per week.

CSC 200 Object-Oriented Programming (3)

Prerequisite: CSC 150. Three hours lecture and two hours laboratory per week.

This course assumes that students are familiar with the basics of procedural programming. Students should already be able to write, from scratch, simple programs that use variables, conditionals, loops, and arrays. The course will begin with a review of this material. Then students will be introduced to the basics of object-oriented programming. Key notions are classes, objects, properties, and methods. Emphasis is on building programs using the object-oriented paradigm.

CSC 240 Network Fundamentals (4)

Prerequisite: CSC 150 or 170.

Introduction to the fundamentals of computer networking. History of networking. Network standards and protocols. The OSI and TCP/IP reference models. Practical examples of Ethernet LANs and IP routing. Network monitoring and management. Common network services. Wireless networks. Three hours lecture and two hours laboratory per week.

CSC 295 Internship or Practicum (3)

Prerequisite: Departmental approval and at least 3 semesters of Computer Science.

The student will work with Computer Science Faculty to customize an internship or practicum that will tie together, and go beyond, what the student has learned in the rest of the courses. This course would normally be taken in the student's last semester. The student should have completed most of the required courses.

DIGITAL ARTS (DA)

DA 109 Introduction to the Mac (1)

Introduction to the Macintosh computer. Course covers basics of selected software, printing creating files, saving files and backing up on external drives. Project-based assignments help students learn technical skills on the Mac.

DA 113 Photographic Image Editing I (3)

Note: Cross list with FA 181 Digital Photography and Image Editing.

An introduction to the creation and manipulation of Digital Images. Students are introduced to the concepts and techniques of digital cameras and Adobe Photoshop to create, edit and manipulate images. Two hours of lecture and three hours laboratory per week.

DA 213 Photographic Image Editing II (3)

Prerequisite: DA 113 or FA 181.

Note: Cross list with FA 281 Digital Photography and Image Editing.

A second semester of the study of Digital Photography and Image Editing. Students will focus on using intermediate functions of digital cameras, intermediate image composition, multiple images, intermediate portfolio development, and critical analysis. Basically students will explore more advanced features of image-making in camera, and image-editing using Photoshop. Artistic and commercial aspects of the medium are a focus of the course using the elements and principles of design. Two hours lecture, three hours laboratory per week.

DA 220 Digital Portfolio (2)

Prerequisite: Capstone course. Must have completed or be concurrently enrolled in all DA courses. Must be taken during the student's last semester.

Students will create a final portfolio: physical and electronic, that shows exemplary skills in page layout, computer illustration, digital image editing, and web design. One hour lecture and three laboratory hours per week.

DINÉKEHJ, NAHAGA BINAHOAH

DNB 100 Ethics Training (3)

This course will teach the ethics portion of Sa'ah Naaghai Bikeh Hozhoon or SNBH. This concept might be superficially understood as a process of protection and healing in order to live a good, and long, wisdom filled, life. This class is tasked with teaching this rather complex and esoteric approach to life contained within SNBH principles. The class will breathe life into Diné language and culture. This course furthers this endeavor by allowing Diné philosophers to teach the principles of SNBH. The do's and don'ts of traditional healing practices. Includes a description of accepted norms of behavior, taboos, and a discussion on the debates. Introduces the students to procedures meant to manage disagreements recusals, and maintain objectivity. This course will allow students to learn about and fully understand their biases.

DNB 101 Dine Spirituality (3)

Prerequisite: Instructor consent.

Survey of Diné logic, reason, belief, and practice. Based on Sa'ah Naaghai Bikeh Hozhoon, this course introduces and applies the cycle contained in Dzil Biyin among other bodies of knowledge in the Diné canon. Course applies the balance between Hózhó, and Naayhée.

EARLY CHILDHOOD EDUCATION (ECE)

ECE 108 Field Experience: Birth-Preschool (4)

Prerequisite: ECE 111 and another ECE program core course.

This course is designed to assist candidates in applying content from ECE coursework to the daily experiences of teaching in a birth-preschool setting. Candidates are expected to apply theory, materials, and research discussed in the coursework, assess applicability, and critique best practices in teaching and learning for young children. The course can be applied toward CDA course work as identified in the “DC-NPC CDA articulation for AA in Early Childhood Development Courses” matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 110 Field Experience: K-3rd grade (4)

Prerequisite: ECE 111 and another ECE program core course.

This course is designed to assist candidates in applying content from ECE coursework to the daily experience of teaching in a K-3 setting.

Candidates are expected to apply theory, materials, and research discussed in the coursework, assess applicability, and critique best practices in teaching and learning children in grades K-3. The course can be applied toward specified CDA course work as identified in the “DC-NPC CDA articulation for AA in Early Childhood Development Courses” matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 111 Introduction to Early Childhood Education (3)

Prerequisite: ENG 101 and/or one Navajo language course that meet the General Education requirement (or instructor permission for Endorsement Program enrollment).

This survey course covers major concepts across basic areas of study in early childhood education. It focuses on curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children from birth through eight years old. The course integrates curriculum across content areas, using home language, experiences, and cultural values. It is taught in Navajo.

It can be applied toward all eight CDA Subject Areas. It also counts toward an Arizona ECE endorsement. The course can be applied toward specified CDA course work as identified in the “DC-NPC CDA articulation for AA in Early Childhood Development Courses” matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 116 Language, Literacy, & Cognitive Development (3)

Prerequisite: ECE 111.

This course covers the development of language, literacy, and mental growth in children from birth through eight years old. It focuses on the use of instructional methodologies in language, math, science, and social studies during adult-child interactions, and facilitates dialogue among children so as to develop expressive language and thought. The course develops candidates’ knowledge about literacy

development, language assessment, and instruments for determining each child's language strengths. It is taught in Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 220 Creative Arts for Young Children (3)

Prerequisite: ECE 111.

This course focuses on the central role that the creative arts play as an overall design element for early childhood care programs. Candidates learn to use drawing, painting, sculpture, manipulative, drama, music, dance, and other modalities in planning learning activities for children. Through the arts, instructional strategies are explored that foster responsibility, autonomy, self-reliance, and positive social interactions. The course is taught in Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 225 Child Growth and Development (3)

Prerequisite: ECE 111.

This course covers theories and research about the physical and psychological development of young children. It also covers strategies for parents and teachers to encourage healthy development. The course is taught in English. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 235 K'é, Ádaa' Ákohwiindzin, Social Development, and Community (3)

Prerequisite: ECE 111 or instructor's permission.

This course examines the structure of healthy Navajo communities by focusing on clan and extended family systems. Structures are expanded and related to other institutional support systems that provide for the welfare of children and their families. Classroom management strategies are explored, as well as assessing, monitoring and reporting children's progress. The course is taught in Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 245 Wellness and Special Needs for Young Children (4)

Prerequisite: ECE 111.

This course focuses on the health, nutrition, and safety of young children. Candidates learn about basic safety and illness prevention. The course also covers inclusion of children with special needs. It requires application of the material in field experiences at a childcare center. It is taught in English and Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 299 Early Childhood Teacher Licensure Subject Area Test preparation (3)

This course prepares pre-service teachers and non-certified teachers for the content area of the Early Child Education state licensure exam. Topics include subareas in: Child Development and Learning, Communication, Language and Literacy Development and Learning in the Content Area for preparation of ECE endorsement and/or teacher licensure.

ECONOMICS (ECO)

ECO 111 Introduction to Economics (3)

Prerequisite: ENG 101.

This course is an introduction to the study of capitalism, including macro and micro perspectives.

The course draws comparisons with other forms of economic organization, including those of the Navajo.

ECO 200 Principles of Macroeconomics (3)

Prerequisite: MTH 100; ENG 101, or concurrent enrollment.

This course is an introduction to macro-analysis of the capitalist system. Topics include national income accounting, aggregate demand and supply, inflation, unemployment, and monetary and fiscal policies. Topics relate to the productive capacity of the Navajo economy, international economics, and current economic issues. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

ECO 201 Principles of Microeconomics (3)

Prerequisite: MTH 100, ENG 101 or concurrent enrollment. This course is an introduction to micro-analysis of the capitalist system. Topics include utility theory and consumer choice, the theory of the firm, costs and producer choice, supply, demand and price determination, perfect and imperfect markets, business regulations, markets for resources, and the determination of wage rates. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

ECO 460 Tribal Economic Issues and Development Strategies (3)

Prerequisite: MGT 420, BUS 460.

This is a basic economic development course. It treats the economic development of less developed countries. Topics include theories of economic development: Marxist theory, Classical theory, Rostow's takeoff theory, savings, investment and capital accumulation, population growth and food supply, and the importance of available resources in the economic development of the Navajo Nation.

EDUCATION (EDU)

EDU 200 Foundations of Education (3)

Prerequisite: ENG 101, NAV 201 or 211.

The course examines the philosophical, sociocultural, historical, and legal foundations of education. Students explore methods and materials, bilingual and bicultural programming, and teaching careers, with particular emphasis on Navajo Nation education.

EDU 238 Children and Youth Literature (4)

Prerequisite: ENG 101, NAV 101 or 211.

This course provides an overview of prose and poetry for K-12 learning environments with special attention to Navajo Nation and Indigenous cultures. Emphasis is placed on understanding the purpose and content of literary works to encourage literacy, life-long love of reading, critical thinking, and creativity. Ways to promote the development and assessment of reading skills are examined.

EDU 240 Introduction to Special Education (3)

Prerequisite: ENG 101, NAV 101 or 211.

This course includes an overview of the history, current trends, and future directions of special education. The course covers federal legislation and policies, learning about disabling conditions, classroom integration/inclusion, and social issues.

EDU 261 Technology in Education (3)

Prerequisite: ENG 101, NAV 101 or 211.

This course offers opportunities to increase computer application skills and understand how technology can be used to enhance learning in K-12 classrooms. Students will use technology to organize instruction, facilitate group and individual instruction, and assess student learning. Projects require the use of Microsoft Office and educational software as well as digital and video cameras.

EDU 297 Practicum in Education (1)

Prerequisite: ENG 101, NAV 101 or 211, any two EDU courses, Navajo Nation Tribal background check, and State of Arizona Fingerprint Clearance Card or BS in Secondary Math and Science program.

Through Nitsáhákees, Nahat'á, Iiná, Siihasin, this course is designed to provide an opportunity for practical application of education courses in a K-12 setting. The course includes 24 hours of field experience as well as classroom experience conducted as a seminar. The seminar focuses on instructional approaches, learning styles, and broader issues associated with teaching and learning.

EDU 345 Understanding Human Development in Schools (3)

Prerequisite: Acceptance in the BA Elementary Education Program.

This foundations course introduces pre-service teachers to educational theories to help them understand how children attempt to “make sense” of information and events that shape learning and development in their lives at school as well as outside the school environment. Navajo and Non-Navajo perspectives of how children learn and develop are studied with a focus on students from non-English language backgrounds.

EDU 352 Methods for Teaching Diné Educational Philosophy in B-12 Schools (3)

Prerequisite: Acceptance into the BA Elementary Education Program and BS in Secondary Math or Science.

This course examines Diné Educational Philosophy and how it can be applied inside and outside of schools. Teacher candidates explore Navajo perspectives on learning, teaching, classroom management, parental and community involvement, and K'é. Instruction is in Navajo and English.

EDU 353 Diversity in Navajo and American Indian Education (3)

Prerequisite: Acceptance in the BA Elementary Education program and BS in Secondary Math or Science.

This course surveys theories on Native student learning and empowerment with implications for Navajo and American Indian educational program development. It examines factors that affect relations among student learning, schools, other social institutions, communities, language, culture, and power; teaching and assessment strategies for addressing differences among students; and strategies for maintaining effective home-school and community-school relations.

EDU 354 Emergent Literacy, Language, Learning, and Assessment in Bilingual/ESL Settings (3)

Prerequisite: Acceptance in the Center for Diné Teacher Education B.A. Elementary Education Program.

In this course, pre-service teachers are introduced to ways of understanding home and school language and literacy as a part of self-expression. Literacy across the disciplines and in Language Arts K-8 classrooms will be studied. The focus is on how the emergent literacy and language acquisition of non-English-language-background students can be observed and supported by elementary teachers in Navajo Nation schools. Topics covered include language and literacy learning, developing and organizing instruction, self-understanding and self-expression, feedback, and assessment of learning.

EDU 358 Field Experience I (2)

Prerequisite: Acceptance into the BA Elementary Education program.

This 6-week field experience provides the pre-service teacher with opportunities to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and CDTE supervisor provide guidance during this learning experience. The pre-service teacher will engage in daily classroom activities and teach and assess lessons with individuals and small groups.

EDU 360 Special Education in Indigenous Classrooms (3)

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 345-358.

This course expands the knowledge and practical applications of skills and strategies needed to meet the diverse needs of learners from non-English-language backgrounds in general education classrooms, particularly on the Navajo Nation. Emphasis is on federal legislation and policies; identifying, assessing, and implementing classroom learning for children with diverse needs; principles of classroom organization and management; and effective teaching strategies and methods. Course content includes lectures, readings, discussions, and projects focusing on pre-service teachers' knowledge and skills to meet the diverse needs of learners in a general education classroom and to develop strategies in differentiated instruction.

EDU 361 Methods for Language Diverse Students I (3)

Prerequisite: Acceptance in the BA Elementary Education Program (Successful completion of courses EDU 345-358 or BS Secondary Math or Science).

This course introduces pre-service teachers to instructional strategies which enhance language learning for B-12 non-native speakers. B-12 Navajo-as-a-second-language (NSL) learners will be studied in depth along with the experiences of other groups learning a second language. In addition, pre-service teachers will explore factors that have excluded the Navajo language from B-12 schools and ones that now make access possible. The pre-service teacher will develop an understanding of the general characteristics of B-12 second-language learners, and learn how to evaluate oral and written language

proficiencies. They will demonstrate proficiency in preparing and teaching lessons that utilize methods and materials for learning oral and written second language.

EDU 362 Integrated Teaching Methods for Bilingual/ESL Classrooms I (3)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of EDU 345-358 or BS Secondary Math or Science).

This course introduces integrated methods, strategies, and materials for teaching science, math, and social studies in B-12 classrooms. Candidate teachers will apply appropriate state, tribal, and common core standards to design inquiry-based lessons with cooperative learning strategies.

They will apply science, math, and social studies concepts to explore issues in local communities.

EDU 374 Bilingual/ESL Reading Methods, Management and Assessment (3)

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 345-358.

The pre-service teacher will study the teaching of reading instruction for limited-English-proficient students in K-8 schools, particularly on the Navajo Nation. They will examine the reading process, comprehending a variety of texts and instructional strategies, and assessing student learning. They will gain a greater understanding of children's literature and how it can be utilized in the classroom. Pre-service teachers will plan, select, and collect materials, develop appropriate goal-setting, and assess students' reading skills.

EDU 378 Field Experience II (2)

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 345-358.

This 6-week field experience provides the pre-service teacher an opportunity to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and CDTE supervisor provide guidance during this learning experience. The pre-service teacher will engage in daily classroom activities and teach and assess lessons with whole groups.

EDU 397 Teacher Licensure Subject Area Test Preparation (3)

This course prepares pre-service teachers and non-certificated teachers for the content area portions of the state licensure exam. Topics include test taking skills, mathematics, science, arts, health, fitness, reading and English language arts, and social studies. Students will take the required content area state licensure tests.

EDU 474 Bilingual/ESL Writing Methods, Management and Assessment (3)

Prerequisite: Acceptance into the BA Elementary Education Program and successful completion of EDU courses EDU 345-378.

In this course, pre-service teachers will develop their own personal philosophy about teaching writing, participate in activities that develop their own writing and practice, record and acquire a variety of techniques and methods for teaching and assessing limited-English-proficient K-8 students in Navajo Nation schools. They will gain facility with the writing process, six-trait writing instruction and assessment, writing portfolios, a variety of assessment methods, and a variety of options for publishing student writing. Pre-service teachers will experience the importance of integrating writing across the content areas as a tool for learning and as a subject of study.

EDU 475 Methods for Language Diverse Students II (3)

Prerequisite: Acceptance into the BA Elementary Education Program or BS Secondary Math or Science. This course prepares pre-service teachers to understand language acquisition and language learning in a B-12 setting. Pre-service teachers will gain knowledge of debates and processes of inquiry central to the elementary secondary disciplines (i.e., advantages and limitations of teaching Navajo via situational, immersion, and/or second-language teaching approaches). Ways of teaching B-12 subjects in the target language will be explored. Pre-service teachers will develop lesson plans that have clearly defined instructional objectives and employ a variety of instructional approaches, strategies, techniques, and assessment options.

EDU 476 SEI/ESL for Linguistically Diverse Learners in Bilingual Settings (3)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of all EDU courses 345-378 or BS in Math or Science.

This course introduces theories related to teaching children who are learning a second language. The purpose is to prepare teachers to work with children who experience the languages of Navajo and English and must gain competency in both to be a part of their community and to have options in schooling and when selecting a career. This course examines immersion topics of instructional SEI/ESL methods and strategies, assessment, feedback, and the contexts in which languages are learned and used. This course follows the curricular framework for Sheltered English Immersion instruction in accordance with the Arizona State Department of Education.

EDU 477 Integrated Elementary Teaching Methods for Bilingual/ESL Classrooms II (3)

Prerequisite: Acceptance into the BA Elementary Education Program and successful completion of EDU courses 345–378.

This course introduces an in-depth study of the historical, legal, theoretical and sociological foundations of bilingual and ESL programs serving language minority students. It also integrates methods, strategies, and materials for teaching science, math, and social studies in K-8 bilingual/ ESL classrooms, while also integrating the Diné Holistic teachings bases on the Sa'ah Naaghai Bik'eh Hozhoon principles; to help pre-service teachers understand how students in K-8 think about ethno-science, ethno-mathematics, and ethno-social studies. This course will be taught using Navajo and Western perspectives by focusing on indigenous and western problem-solving skills and critical bilingual/ESL pedagogy. Students will conduct one full-scale APA Research Paper by defending their topic for final exam.

Furthermore, candidates will apply appropriate state, tribal, and common core standards to design inquiry-based, problem/solutions-based, project-based, and/or paced-based lessons with cooperative learning strategies. Students will become familiar with current research in bilingual and ESL instructions and understand how theory can be structured in classroom practice to develop the bilingualism and biliteracy of all students. This course will be taught using 25% Diné bizaad and 75% English.

EDU 478 Field Experience III (2)

Prerequisite: Acceptance into the BA Elementary Education Program and successful completion of EDU courses 345-378.

This 6-week field experience provides the pre-service teacher opportunities to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and CDTE supervisor

provide guidance during this learning experience. The pre-service teacher will engage in daily classroom activities and teach and assess a thematic unit with whole groups.

EDU 487 Indigenous Culture-Based Education: International Seminar (3)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of all EDU courses 345–378) or BS in Math or Science.

This seminar will provide an opportunity for students from multiple sites to engage in the comparative study of issues associated with the education of Indigenous peoples and communities on an international scale with an emphasis on the role of language and culture through a review of educational practices and theories that have emerged from a variety of sources. Is offered every other year in tandem with EDU 488 Indigenous Culture-based Education: International Seminar.

EDU 488 Indigenous Well-Being through Education: International Seminar (3)

Cultural perspectives on human development and well-being of indigenous peoples. Designed to promote, nurture, explore and understand the influence of culture on the indigenous person. Of a special interest to educators in schools serving indigenous students regarding cultural understandings and change in a historical and contemporary context. Is offered every other year in tandem with EDU 487 Indigenous Culture-based Education: International Seminar.

EDU 496 School Law (2)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of all BAEE courses 345–378) or BS in Math or Science.

This course explores legal actions and theories applied in Navajo Nation schools. The Navajo language, culture, and philosophy are integrated and addressed through the course. Pre-service teachers will gain a greater understanding of how to protect the legal rights of students, teachers, and the schools on the Navajo Nation by examining the legal system. There will be discussions of practical guidelines to prevent litigation.

EDU 498 Student Teaching (8)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of courses EDU 496 and 498) or BS Secondary Math or Science.

This course covers the final semester of the senior year. Pre-service teachers are placed in a B-12 school. They will be expected to show understanding and application of pupil management, planning and delivery of instruction, and assessment.

EDU 499 Diné Education Seminar (2)

Prerequisite: Acceptance into the BA Elementary Education program (successful completion of courses EDU 496 and EDU 498) or BS Secondary Math or Science.

This is a capstone course in which pre-service teachers reflect upon their experiences in student teaching and review their commitment to a career in Elementary Education. During this semester, the pre-service teachers, as cohort members, will share their experiences in schools—lessons learned, current dilemmas, and joys experienced. Pre-service teachers will create, complete, and present a professional portfolio. They will also conclude preparation for the AEPA Professional and Subject Matter standards exams and show completion of or a scheduled date for taking the exam.

ENGINEERING (EGR)

EGR 105 Electricity I (2)

Prerequisite: ENG 085 or take concurrently.

This course introduces students to the concepts associated with electricity, such as electrical standards, dimensions, and circuits.

EGR 110 Electricity II (2)

Prerequisite: EGR 105.

This course is a continuation of Electricity I. Students in this course will learn about direct current (DC), alternating current (AC) theory, and circuits (series, parallel, and combination).

EGR 111 Introduction to Engineering (3)

Prerequisite: MTH 100 or equivalent.

Introduces the engineering design process and models, problem solving and communications skills, working in a team environment, opportunities to learn about different engineering fields, careers, ethics and professional responsibility. Participation in hands-on projects using various engineering tools and software with particular attention given to MATLAB programming language.

ENGLISH (ENG)

ENG 075 Advanced Reading (3)

Prerequisite: Placement test.

Through the development of higher-order cognitive skills, this course stresses the importance of textual comprehension and critical reading.

An emphasis placed on Native American reading materials. (IP grade applicable.)

ENG 085 Communication Workshop II (3)

Prerequisite: Placement test.

This course advances students' abilities to write well-crafted and grammatical essays, with appropriate and effective word choice. Elements of expository prose are emphasized. Advanced grammar and other discrete skills are taught as necessary. (IP grade applicable).

ENG 101 College Composition I (3)

Prerequisite: ENG 075, 085 or placement scores of NRR.

Emphasizes critical reading and writing to develop necessary college level communication skills. One guided research paper is required.

ENG 102 College Composition II (3)

Prerequisite: ENG 101 with a grade of 'C' or greater. Emphasizes development of critical, analytical, and argumentative skills through reading, writing, and discussion. Continues research writing and requires one research paper.

ENG 131 Reading and Writing for Special Purposes (3)

Prerequisite: ENG 075 and 085.

This course introduces students to techniques of reading and analyzing materials. Addresses topics of current public interest.

ENG 180 Technical Writing (3)

Prerequisite: ENG 101.

Instruction in writing and analysis of proposals, technical descriptions and articles, manuals and reports, and business letters.

ENG 181 Technical Writing for Specific Purposes (3)

Prerequisite: ENG 075, 085 or placement scores of NRR and test into ENG 101.

This course will serve as a footing for academic and professional writing and research skills, and emphasizes a professional context. Areas covered include visual and multimedia communication skills to include assignment such as memorandums, lab reports, annual reports, etc.

A guided research paper that weaves in a citation style is required.

ENG 182 Advanced Technical Writing (3)

Prerequisite: ENG 101 or 181 with a grade of 'C' or grader.

Course builds on writing and research skills or ENG 101 or 181. Writing and research skills required for strong communication through composition in academic and professional settings will be provided. A special emphasis is on theory and design pertaining to workplace communications. Assignments could include design principles, graphics, collaborative writing, research processes, and incorporation of sources. This course will also clarify workplace items such a definitions and proposal. One research paper is required.

ENG 208 Introduction to Creative Writing (3)

Prerequisite: ENG 101.

This course introduces the student to the three creative writing genres: poetry, fiction and creative nonfiction. The student will be introduced to the elements of craft, workshop vocabulary, and strategies for revising.

ENG 212 Creative Writing: Poetry (3)

Prerequisite: ENG 101 or concurrent enrollment.

An introduction to techniques of writing poetry. Introduces forms, elements of poetry, and the creative writing process.

ENG 213 Creative Writing: Short Fiction (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is an introduction to the writing of short fiction. Emphasizes the elements of short fiction.

ENG 231 Introduction to Literature (3)

Prerequisite: ENG 102 or 101 and instructor's permission. Study of poetry, short stories, drama, essays, and novels from a variety of perspectives. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 233 Introduction to Native American Literature (3)

Prerequisite: ENG 102 or 101 and instructor's permission.

A survey of American Indian literature with emphasis on contemporary writers and oral tradition. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/ CI and ERG).

ENG 234 Literature of the Southwest (3)

Prerequisite: ENG 102 or 101 and instructor's permission.

A survey of selected works by Southwest authors in a variety of genres to promote appreciation and understanding of this multicultural region. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 236 Introduction to Diné Literature (3)

Prerequisite: ENG 102 or concurrent enrollment.

A survey of Navajo literature with an emphasis on Navajo writers and oral tradition. Students will have the opportunity to study genres such as poetry, drama, personal narrative, and storytelling. The course will include historical to contemporary texts. General education special requirements of intensive writing/critical thinking and ethnic/race/ gender awareness (IW/CI and ERG) are met.

ENG 238 Introduction Indigenous Literature (3)

Prerequisite: ENG 102 or with a grade of 'C' or higher or concurrent enrollment.

A survey of literature written by global indigenous writers and critics. Study of genres such as poetry, drama, personal narrative, and storytelling. Course could include historical to contemporary texts. This course emphasizes the general education special requirements of intensive writing/ critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 241 Journalism and Mass Media (3)

Prerequisite: ENG 101.

This course is designed to help students survey the fields of communications and mass media and to acquire the skills needed to recognize, develop, and write news stories. Print media, visual media, digital media, advertising, production and media ethics are included in this course.

ENG 297 Journalism Practicum (3)

Prerequisite: ENG 101, either concurrent enrollment in ENG 241 or completion ENG 241 with grade of C or better.

Hands-on experience producing a college magazine. Emphasis on planning, editorial writing and editing, news judgment, page design, computer pagination, photo usage, headline writing.

ENVIRONMENTAL SCIENCE AND TECHNOLOGY (ENV)

ENV 101 Introduction to Environmental Science (4)

Prerequisite: ENG 075, 085, MTH 096.

This course presents basic ecological principles and current understanding of environmental problems. Topics include sustainability, environmental chemistry population, community and ecosystem dynamics, evolution, and environmental health concerns related to food, water, air, waste management, economics, energy use and climate change. Special emphasis is on local environmental issues, making good personal choices, and traditional ecological knowledge. This course meets for three hours lecture and three hours laboratory per week.

ENV 103 Introduction Cartography/ GPS/GIS (1)

Prerequisite: ENG 085, or instructor's approval.

This course is a basic introduction to cartography, the Global Positioning System (GPS) using hand-held GPS receivers and the Geographical Positioning System (GIS) using ArcView.

ENV 105 Climate Change for Tribal Peoples (4)

Students are introduced to scientific evidence of global climate change especially relating to Native American tribes, including ecological changes on tribal lands. They explore conditions causing climate change and the influence of human behaviors. They also investigate actions that can be taken locally to mitigate the impacts of climate change. This course meets for three hours lecture and three hours laboratory study per week, which includes field studies and possible weekend field trips. Emphasizes reading, note taking, summarizing, and reporting.

ENV 110 Introduction to Soils/Lab (4)

Prerequisite: ENV 101.

This course introduces students to the physical, chemical and biological properties of soils, the origin, classification, and distribution of soils and their influence on people and food production, and the conservation and environmental impact of soil use.

ENV 123 Introduction to Physical Hydrology (3)

Prerequisite: ENG 085.

This course is a qualitative introduction to the dynamics of surface and groundwater from an intuitive perspective, laying the foundation for understanding the physical mechanisms by which water is transported throughout a hydrologic system. Connectivity with the non-aquatic physical environment is also explored.

ENV 160 Introduction to Geographic Information System (3)

Prerequisite: MTH 100.

During this course, students are introduced to Geographic Information System (GIS) software using the ArcInfo program. Faculty covers GIS planning methods and the uses and analysis of geographic and attributes data. Students are required to apply what they have learned to summer research projects. The course also includes an introduction to ArcInfo data commands and the ArcView display program. Students must use GIS in a summer research project and in a final presentation.

ENV 216 Irrigation and Drainage (3)

Prerequisite: ENV 123.

This course looks at design, evaluation and management of irrigation and drainage systems. It addresses concepts and processes such as soilwater-plant relationships, evapotranspiration and infiltration, water requirements, effective water use, system scheduling and planning.

ENV 218 Water Resources Technology (4)

Prerequisite: GLG 101 and MTH 110 or above.

In this course, students are introduced to the concepts of hydrology, water law, water resources management, and planning with special focus on the Navajo Nation.

ENV 225 Principles of Agroecology (4)

Prerequisite: ENV 101 or BIO 182.

This course introduces ecology in the analysis of agriculture and sustainable systems, with an emphasis on the fundamentals of agriculture: soils, plants, water, and the geographical and cultural context of farming systems. Topics include traditional farming, farm development and design, and sustainable farming practices.

ENV 230 Environmental Sampling and Monitoring (4)

Prerequisite: BIO 181 or 182.

Covers the principles of geology, ecology, and introduces methods and techniques in environmental sampling and monitoring for water, air, and solids. This course meets for three hours lecture and three hours laboratory.

ENV 295 Geographic Information System with Lab (4)

Prerequisite and Co-requisite: ENV 160.

This course balances lectures on the basic principles of Geographic Information System (GIS) with applied instruction on managing, processing and interpreting spatial data. The laboratory course uses hands-on experience to provide students with basic mapping and spatial analysis skills using ArcGIS software. It should be particularly useful for student interested in conducting environmental, demographic, suitability, transportation and construction-related research. Students are strongly encouraged to share experiences, knowledge and suggestions with the instructors and each other.

ENV 296 Geodatabases and Spatial Analysis (4)

Prerequisite and Co-requisite: ENV 160.

This course will be a program requirement towards the Geographic Information System (GIS) Certificate Program. The Course aims to provide students with a core understanding of geographic and analyses using spatial statistics, geodatabases and layout for mapmaking. Students desire to learn and explore is essential because the course requires independent work and relies on student initiative and interest.

EDUCATIONAL PROFESSIONAL DEVELOPMENT (EPD)

EPD 250 Numbers and Operations in Grades K-8 (6)

Prerequisite: Must hold a current elementary teaching certificate.

This course focuses on number sense and operations in grades K-8. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional assessment strategies. Frames all aspects of number sense and operations within context of place-based acquisition and application of math concepts.

EPD 251 Geometry and Measurement in Grades K-8 (3)

Prerequisite: EPD 250. Must also hold a current elementary teaching certificate.

This course focuses on geometry and measurement in grades K-8. Covers geometric properties, transformation of shapes, and coordinate geometry and measurement. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies.

And, frames all aspects of geometry and measurement within the context of place-based acquisition and application of math concepts.

EPD 252 Patterns, Algebra, and Functions in Grades K-8 (6)

Prerequisite: EPD 250 and 251. Must also hold a current elementary teaching certificate.

This course focuses on patterns, algebra, and functions in grades K-8. Covers algebraic notation, properties, relations and functions, and quotations and inequalities. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames patterns, algebra, and functions within context of place-based acquisition and application of math concepts.

EPD 253 Data Analysis, Probability, and Discrete Mathematics in Grades K-8 (3)

Prerequisite: EPD 250, 251 and 252. Must also hold a current elementary teaching certificate.

This course focuses on data analysis, probability and discrete mathematics concepts in grades K-8. Covers statistics, sampling, systemic listing and counting, and vertex edge graphs. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames data analysis, probability, and discrete mathematics within context of place-based acquisition and application of math concepts.

EPD 254 Mathematics Classroom Assessment in Grades K-8 (3)

Prerequisite: EPD 250, 251, 252 and 253. Must also hold a current elementary teaching certificate.

This course focuses on mathematics classroom assessment in grades K-8. Covers traditional assessments, performance-based assessments, and using assessment results. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames mathematics assessment within context of place-based acquisition and application of math concepts.

EPD 255 Pedagogy and Instructional Leadership in Mathematics in Grades K-8 (3)

Prerequisite: EPD 250, 251, 252, 253, and 254. Must also hold a current elementary teaching certificate.

This course focuses on teaching pedagogy and instructional leadership in mathematics in grades K-8. Covers teaching strategies, curriculum development, supervision and evaluation of teaching, and design and implementation of mathematics improvement programs. Stresses research-based approaches. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of program development strategies. Frames teaching and instructional leadership within context of place-based acquisition and application of math concepts.

FINE ARTS (FA)

FA 106 Color Theory (3)

An introduction to basic and advance color theory. The principles of color: design, color wheels, contrast, harmony, impressions, composition and vocabulary will be introduced. Creative solutions using Nitsáhákees, Nahat'á, Íiná, Siihasin to visual problems will be emphasized. One hour laboratory per week.

FA 107 3D Design (3)

An introduction to the basic elements: form, serial planes, wall structures, prisms, cylinders, polyhedral structures, triangular planes, linear frameworks and vocabulary of three-dimensional design. Creative solutions using Nitsáhákees, Nahat'á, Íiná, Siihasin to visual problems will be emphasized. One hour laboratory per week.

FA 112 2D Design (3)

This course involves creative, imaginative, and perceptual problem-solving using design, color theory, and critical evaluation. It covers two and three-dimensional design projects for intuitive thinking and problem-solving. One hour laboratory per week.

FA 115 Drawing I (3)

This course develops basic concepts, graphic sensitivity, and compositional skills in drawing. Two hours lecture and three hours laboratory per week.

FA 120 Ceramics I (3)

Explorations in coil, slab, mold, and wheel methods. Introduction to firing and glazing techniques. One hour laboratory per week.

FA 121 Photography I (3)

This introductory course in photography as an art medium includes operating a camera, developing black-and-white film, and enlarging negatives to make prints. Includes analysis of aesthetics and the historical background of photography during student critiques. One hour laboratory per week.

FA 131 Sculpture I (3)

Introduction to media, materials, methods, and techniques in sculpture as an art medium. Emphasis on design. One hour laboratory per week.

FA 178 Introduction to Digital Photography (3)

Prerequisite: Computer Literacy.

An introduction to the Digital Camera. Students will learn the technical aspects of the digital camera, including using menus and understanding exposure basics using F-stops, shutter speeds and ISO.

Includes an introduction to photographic seeing and the aesthetics of Photography, using the elements and principals of art. Students will download images and build an online portfolio.

FA 181 Digital Photography and Image Editing I (3)

Prerequisite: Reading proficiency; Computer literacy or instructor's permission.

An introductory course in the creation and manipulation of digital images. Students are introduced to the concepts and techniques of digital cameras and Adobe Photoshop to create, edit, and manipulate images. Focus on artistic aspects of the medium using the elements and principles of design. One hour laboratory per week.

FA 182 Innovative iPhone Photography (3)

This course focuses on using the technical and creative abilities of the iPhone camera. Students will learn to use the exposure editing menus to improve photography skills. Students will also learn creative processes such as compositing using downloaded apps such as Leonardo, Snapseed, Stackable, Mextures. One hour laboratory per week.

FA 190 Painting I (3)

Prerequisite: FA 106.

This course offers an introduction to practical applications of painting, emphasizing the personal exploration of ideas; also covers concepts such as functional color theory and atmospheric perspective. One hour laboratory per week.

FA 215 Drawing II (3)

Prerequisite: FA 115.

A second semester course on drawing as an art medium. Thematic drawing will be emphasized. One hour laboratory per week.

FA 221 Photography II (3)

Prerequisite: FA 121 or instructor's permission.

A second-semester course on photography as an art medium. Refines camera and darkroom techniques. Includes critique of photographs, the historical background of photography, photographic vision, and the aesthetics of photography to help students develop individual styles. One hour laboratory per week.

FA 227 Art for Teachers (3)

This course is an introduction to methods and theories of art education for early childhood and elementary school, including art appreciation and art history. One hour laboratory per week.

FA 280 Photographic Lighting I (3)

Prerequisite: FA 181.

Introduction to Photographic Lighting (Studio and On-location). Includes basic techniques of using natural lighting, studio lighting (flash and continuous), camera work (still life, portraiture and illustrative), and reproduction for commercial purposes. One hour laboratory per week.

FA 281 Digital Photography and Image Editing II (3)

Prerequisite: FA 181.

A second semester in the study of Digital Photography and Image Editing. Students will focus on using intermediate digital cameras with manual functions, and gain intermediate skills in digital darkroom and digital output, explore quality of light, image composition, multiple images, portfolio development, and critical analysis. Basically students will explore more advanced features of image-making in camera, and image-editing using Photoshop. Students will explore the history of photography and study famous photographers, their works, and their styles. Artistic aspects of the medium are a focus of the course using the elements and principles of design. One hour laboratory per week.

FA 290 Painting II (3)

Prerequisite: FA 190 or equivalent.

This second-semester course in painting as an art medium offers further application of painting concepts and physical processes. Students are encouraged to show independent initiative in developing expertise in painting. One hour laboratory per week.

FA 315 Drawing III (3)

Prerequisites: FA 115, 215.

Student will explore advanced techniques, materials and contemporary issues in drawing. Students are encouraged to initiate their own projects and to develop a personal direction. This course uses Dine epistemology Nitsáhákees, Nahat'á, Iiná and Sihasin as a process for learning. One hour laboratory per week.

FA 381 Photography III (3)

Prerequisite: FA 281.

This course focuses on increasing students' technical, formal and critical skills in photography. Further examination of the artistic process and development of professional portfolios. Experimental techniques are emphasized. One hour laboratory per week.

FA 382 Experimental Photographic Techniques (3)

Prerequisite: FA381.

Students will explore personal concepts and experimental techniques in photography. Further examination of the artistic process and development of professional portfolios. Experimental techniques are emphasized. One hour laboratory per week.

FA 390 Painting III (3)

Prerequisite: FA 290.

This course focuses on increasing students' technical, formal and critical skills in painting. Student will further examination of the artistic process and development of paint application. Experimental techniques are emphasized. One hour laboratory per week.

FA 392 Experimental Painting Techniques (3)

Students will explore personal concepts and experimental techniques in painting. To further examination of the artistic process and development of professional body of art work experimental techniques are emphasized. This course will integrate the Diné Holistic teachings in accordance with pedagogical paradigm: Nitsahakees, Nahat'a, Iina and Sihasin, which are processes found in all aspects of nature. Students will understand the self through the teachings of Naayee'ee'ehgo Na'nitin (protection way teachings) and Hozhoojikehgo Na'nitin (blessing way teachings).

FA 415 Advanced Drawing (3)

Prerequisites: FA 115, 215, 315.

Students will explore advanced techniques, material and contemporary issues in drawing. Students are encouraged to initiate their own projects and to develop a personal direction. This course uses Diné epistemology Nitsahakees, Nahata, Iina and Sihasin as a process for learning. One hour laboratory per week.

FA 445 Life Drawing (3)

Prerequisite: FA 115 and 215.

An introduction to the development of skills in drawing the basic forms and gestures of the human figure. Human anatomy will be emphasized. One hour laboratory per week.

FA 481 Photography IV (3)

Prerequisite: FA 381.

This course focuses on specialized projects for the student majoring in photography. Current trends, philosophies and experimentation in photography are part of this class. Development of professional portfolios, physical and electronic. Preparation to enter graduate school or the professional world. Requirements include preparation for exhibition. One hour laboratory per week.

FA 490 Painting IV (3)

Prerequisite: FA 390.

This course focuses on specialized projects for the student majoring in painting. Current trends, philosophies and experimentation in painting are part of this class. Development of professional portfolios, physical and electronic. Preparation to enter graduate school or the professional world. Requirements include preparation for exhibition. This class may be repeated for credit, up to six hours. One hour laboratory per week.

FA 491 Capstone (3)

Prerequisite: All core foundation studio arts courses.

A seminar course. This course provides a culminating experiential experience involving a substantive project that demonstrate a syntheses of learning to include a broad comprehensive knowledge of the fine art discipline and methodologies. Under a faculty supervision, a work record is maintained as the core documentation for the course. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iiná and Siihasin as a process for learning.

FA 495 Senior Project (4)

Prerequisite: All core foundation studio arts courses.

A practicum studio art course. Under faculty supervision, student will show a personal voice, significant growth and artistic direction. Students must be motivated, focused and determined to create a visual and conceptual statement. Student will develop a written thesis. Practical application of experiential learning. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iiná, Siihasin as a process for learning.

FA 496 Senior Portfolio Development (4)

Prerequisite: All core foundation studio arts course, FA 495.

A practicum studio art course. Student will work under faculty supervision and develop a final portfolio of work designed to be presented in a required senior gallery exhibition. Practical application of experiential learning. A work record is maintained as the course documentation for this course. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iiná and Siihasin as a process for learning.

FA 497 Museum Internship (4)

Prerequisite: Student will take FA 495, 496 and 497 concurrently.

A practicum Museum Internship studio art course. Student will work under Museum staff supervision, plan and participate in museum exhibits 4 hours each week. Student will apply knowledge gained from museum internship and apply knowledge to their final senior gallery exhibition. Practical application of experiential learning. A work record be maintained by Museum staff as the core documentation for completing the museum internship. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iiná and Siihasin as a process for learning

GRAPHIC DESIGN (GD)

GD 110 Graphic Design I (3)

Introduction to the basic principles of graphic design and typography. Includes examination of the use of space, balance, unity and visual hierarchy. Two hours lecture and three hours laboratory per week.

GD 211 Publication Design I (3)

Introduction exploration of publication design projects. Includes brochure, catalog, magazine, and book design/production. Emphasis upon standard industry graphics software (Adobe InDesign).

Two hours lecture, three hours laboratory per week.

GD 212 Digital Media I (3)

Introduction exploration of digital media and design. Emphasis upon standard industry graphics software (Adobe Illustrator). Two hours lecture, three laboratory per week.

GD 213 Web Design I (3)

Introductory exploration of basic web design. HTML and CSS coding. Includes aesthetics, text styling, image elements and user experience. Two hours lecture and three hours laboratory per week.

GD 311 Publication Design II (3)

Prerequisite: GD 211.

Further exploration of publication design projects. Includes brochure, catalog, magazine, and book design/production Emphasis upon standard industry graphics software (Adobe InDesign). Two hour lecture and three hours laboratory per week.

GD 312 Digital Media II (3)

Prerequisite: GD 212.

Further exploration of digital media and design. Emphasis upon standard industry graphics software (Adobe Illustrator). Two hours lecture, three hours laboratory per week.

GD 313 Web Design II (3)

Prerequisite: GD 213.

Further exploration of basic web design. HTML and CSS coding. Includes aesthetics, text styling, image styling, image elements and user experience. Two hour lecture and three hours laboratory per week.

GD 310 Graphic Design III (3)

Prerequisites: GD 210, 211, 212.

Advanced course in graphic design. Students are expected to develop personal working methods and interests through more general questions posed by the faculty. Longer-term projects will be intermixed with shorter assignments. Students will engage with and develop methods to take on the following topics: brand identity design and package graphics. Students should complete projects with a developed sense of self. Two hours lecture and three hours laboratory per week.

GD 314 Typography I (3)

Prerequisites: GD 210.

Exploration of advanced typographic design. Includes letterforms, history, layout design and digital technology. Two hours lecture and three hours laboratory per week.

GD 315 Typography II (3)

Prerequisite: GD 314.

Further exploration of advanced typographic design. Includes typographic relationships, type as identity, emotion, and methodology. Two hours lecture and three hours laboratory per week.

GD 410 Graphic Design IV (3)

Prerequisites: GD 310, 311, 312.

Advance course in graphic design. Students are expected to develop personal working methods and interests through more general questions posed by the faculty. Longer-term projects will be intermixed with shorter assignments. Students will engage with and develop methods to take on the following topics: type/image motion and 3D design. Students should complete projects with a developed sense of self. Two hours lecture and three hours laboratory per week.

GEOLOGY (GLG)

GLG 101 Indigenous Physical Geology (4)

Prerequisite: ENG 075, 085, and MTH 096. High-school chemistry or physics is recommended.

Provides basic principles of geology and applications of chemistry and physics to geological problems with an emphasis on the geology of the Navajo Nation and topics of significance to Navajo people. Topics include rocks, minerals, regional landforms and structures, and earth processes, earth systems, and geologic time. This course meets for three hours lecture and three hours lab. Students will participate in field studies and possible weekend field trips.

GLG 102 Historical Geology (4)

Prerequisite: GLG 101.

Applies geologic principles to the interpretation of earth history and the evolution of life. This course meets for three hours lecture and three hours lab. Students will participate in field studies and possible weekend field trips.

GLG 203 Environmental Geology (4)

Prerequisite: GLG 101, CHM 151, and MTH 110 or above. This course provides a quantitative study of environmental problems involving solid-earth systems and human interactions. Case studies concerning the Navajo Nation and the arid Southwest are given special emphasis. This course meets for three hours lecture and one three-hour lab per week. Some weekend field trips may be required.

GLG 229 Field and Laboratory Geology for Teachers (3)

Prerequisite: One college-level science course.

This modular (project-oriented) course in the principles of geology and methods of geology education is for practicing K-12 teachers. Provides hands-on field and lab experience to foster creative and technical skills that teachers require to develop student-centered lessons. Examples and activities are drawn from the Navajo land and environment, the Diné Education Philosophy, and the National Science Education Standards.

Graduate-level credit may be arranged through a cooperating university. Some weekend fieldtrips may be required.

HEALTH EDUCATION (HEE)

HEE 110 Introduction to Wellness (3)

An introductory class in wellness that covers health, cultural diversity, relationships, sexuality, stress management, substance use and abuse, nutrition, mental health, lifestyles, aging and death, alcoholism, communicable and chronic diseases, environmental health, and health care systems.

HEE 111 Personal and Community Health (3)

Explores how to achieve, maintain, and promote wellness. Also covers prevention and control of diseases, nutrition, consumer health, and ecology.

HEE 112 First Aid/CPR (3)

Techniques in basic first aid and CPR. Students receive certification upon successful completion of the course.

HISTORY (HST)

HST 101 World Civilization I (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is a historical survey of Middle Eastern, Asian, Western, Native American, and African history from the earliest human civilizations to the European invasion of the Americas. This course emphasizes the general education special requirements in ethnic/race/gender and historical and global awareness (ERG, HA, and GA).

HST 102 World Civilization II (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is a historical survey of Middle Eastern, Asian, Western, Native American, and African history from the European invasion of the Americas to the present. This course emphasizes the general education special requirements in ethnic/race/gender and historical and global awareness (ERG, HA, and GA).

HST 135 American History: Prehistory to 1865 (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is a historical survey of the American experience from the period of European exploration to the end of the Civil War. This course emphasizes the general education special requirements in ethnic/race/gender and historical awareness (ERG and HA).

HST 136 American History: 1865 to Present (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is a historical survey of the American experience from the conclusion of the Civil War to the present. This course emphasizes the general education special requirements in ethnic/race/gender and historical awareness (ERG and HA).

HST 201 Colonial Latin America (3)

Prerequisite: ENG 101.

This course is a survey of the history and peoples of Latin America beginning with their origins, including European contacts, conquests, and the colonial era, and ending with the struggles for

independence. The course emphasizes general education special requirements of intensive writing/critical thinking, and ethnic/race/gender and historical awareness (IW/CI, ER, and HA).

HST 202 Modern Latin America (3)

Prerequisite: ENG 101.

This course is a historical survey of the history and peoples of Latin America from their independence to the present.

This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

HST 234 History of Native Americans: Pre-Contact to the Modern Age (3)

Prerequisite: ENG 101.

This course is a historical survey of Native American history from pre-Columbian times to the present. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

HST 245 History of the American West (3)

Prerequisite: ENG 101.

This course is a historical survey of the American West from pre-Columbian times to the present.

This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

HST 256 Southwestern Borderlands (3)

Prerequisite: ENG 101.

This course focuses on the cultural, political, socioeconomic, and ethnic evolution of the Southwestern Borderlands from prehistory to the present. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

HST 289 Selected Topics in History (1-3)

Prerequisite: ENG 101 or instructor's permission.

This course covers selected topics in history which are identified when the course is scheduled. This course may be repeated if there is a change in content.

HUMANITIES (HUM)

HUM 105 Introduction to Logic and Critical Thinking (3)

Prerequisite: ENG 075, 085 or placement test or the reading proficiency requirement.

Introduction to basic principles of logical analysis. Students present and evaluate arguments in ordinary language using critical thinking and appropriate standards of evidence.

HUM 131 Music Appreciation (3)

No prior music experience necessary.

Designed to develop listening skills for increased listening pleasure. Utilizes community resources for live performances as well as audiovisual material. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

HUM 151 Intercultural Perspectives on the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment.

The course examines the modern literary and artistic works of Indigenous, Hispanic, and Euro Americana, both men and women, of the Southwest.

HUM 152 Film Appreciation (3)

A course in film history and the special qualities of film communication. Discusses the effects and technical aspects of film. Several American film genres are examined. Emphasizes the development of critical viewing abilities. Includes readings about film, film viewing, lectures, discussions, and a two-hour lab per week for film viewing.

HUM 221 Introduction to Philosophy (3)

Prerequisite: ENG 101 or concurrent enrollment.

An introduction to philosophy from a multi-cultural perspective. Readings and discussions of writings by major philosophers including American Indians on metaphysics, epistemology, freedom and determinism, religion and social justice. The course emphasizes the general education special requirement of intensive writing/critical thinking (IW/CI).

HUM 250 The Arts and Society (3)

Prerequisite: ENG 101 or concurrent enrollment.

A comparative study of humanity's need for art and the attempts to create through the visual arts, literature, philosophy, music, and history. Designed to develop an appreciation for and understanding of European and modern American culture as artistic and creative expression. The student gains insight into the process of creating and understanding meaning through symbols or art.

MANAGEMENT (MGT)

MGT 140 Human Relations (3)

This course is an examination and application of basic interpersonal communication skills. Students will investigate and examine attitudes, behavior, and cultural influences that affect job and school performance. It offers structured situations in which interpersonal relationships and communication skills are explored. The course is open to students in education, the health fields, and all others who wish to explore the dynamics of getting along with people.

MGT 250 Small Business Management (3)

Prerequisite: ACC 100.

This course presents an overview of the basic management principles, financing, accounting, and legal requirements encountered by modern small businesses. It stresses characteristics of successful business operations and incorporates the uniqueness of business enterprises on the Navajo Nation. Students will create a business plan.

MGT 320 Tribal Governments and Management (3)

Prerequisite: BUS 204, MGT 360.

This course traces the history of tribal self-government, constitution, and the institutions in the students' respective tribes and management issues faced in tribal government. The focus will be on the effectiveness, participation and issues faced by Tribal governments in achieving Tribal objectives.

MGT 330 Tourism and Hospitality Management (3)

Prerequisite: ACC 201, MKT 240, BUS 204, 265 (optional), ECO 200 or 201.

In this entryway course, students will be introduced to the major concepts, issues, and theories of tourism and hospitality as an economic sector and topic of academic study. The course will cover a broad range of topics related to the travel experience, from business development to the linkages between tourism as an industry and the impacts it has on communities and places. Students will also be introduced to key elements of the hospitality service industry and opportunities for employment within this industry.

MGT 340 Organizational Behavior (3)

Prerequisite: COM 121, ECO 201.

Provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, employee participation, and work and non-work integration.

MGT 350 Human Resources Management (3)

Prerequisite: MGT 340, 360.

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers if choice are considered.

MGT 360 Principles of Management (3)

Prerequisite: MKT 240, ECO 201.

This course will cover important concepts on the knowledge needed to successfully manage an organization. The course will especially be useful for those newly promoted to supervisory and managerial positions within the private, public, or federal sector.

MGT 420 Tribal Enterprises and Entrepreneurship (3)

Prerequisite: ECO 201, ACC 310.

This course will examine different types of business enterprises existing in various tribes as the tools for economic development, including Chapter 17 Federal Corporation charter. Students will examine large scale, medium, small and micro business enterprises, tribal and private, operating within the tribal economy. Students will explore strategies to best utilize efficient combination of private and tribal enterprises to promote economic development.

MGT 425 Management Information Systems (3)

Prerequisite: Minimum grade of 'C' in MGT 360, 440.

This is an introduction to management information systems. Topics include executive information systems, management information systems, decision support systems, expert systems, and emerging advanced systems. One hour laboratory required.

MGT 430 Quality Management (3)

Prerequisite: BUS 265, MGT 340, 360.

This course will present the various Total Quality Management (TQM) frameworks, concepts, and quality improvement tools necessary for implementing the quality culture that characterizes world-class organizations of the 21st century. TQM is aimed at continually improving performance over the long term by focusing on customers while addressing the needs of all stakeholders. Key actions necessary for transforming business and not-for-profit organizations into world-class organizations that deliver ever-improving value to their customers, clients and constituents will be explored.

MGT 440 Project Management (3)

Prerequisite: MGT 340, 360.

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.

MGT 450 Strategic Management (3)

Prerequisite: MGT 340, 360.

This course deals with the development and implementation of organization strategy. It focuses on the perspectives, analytical techniques, and capabilities utilized by managers to improve an organization's probability of attaining sustainable competitive advantage and success in the long term.

MGT 460 Tribal Leadership Challenges (3)

Prerequisite: BUS 460, MGT 320, 420.

This course will expose students to the traditional tribal leadership practices. Students will also study the current leadership theories and practices. The emphasis will be to help students develop their own leadership styles, philosophies and skills to be the future leaders in their respective communities.

MARKETING (MKT)

MKT 140 Customer Relations and Service (3)

Students will learn the techniques and guidelines for making customer service a priority. This course introduces students to the customer service environment, essential personal skills, and communication skills and challenges in the world of business.

MKT 240 Marketing (3)

Prerequisite: ENG 101, ACC 100, and either ECO 200 or 201.

This course introduces students to basic marketing concepts and practices. Topics include the impact of external forces on marketing decisions, especially marketing on the Internet; marketing strategies; marketing aspects of business ethics and social responsibilities; and global marketing.

MATHEMATICAL EDUCATION (MTE)

MTH 251 Calculus for Life Science and Business (4)

Prerequisite: Minimum grade of 'C' or better in MTH 190 or instructor's permission.

Differential and integral calculus of elementary functions. Introduces differential equations. Emphasizes applications to the life sciences and business.

MTE 280 Mathematics for Elementary School Teachers I (3)

Prerequisite: Minimum grade of 'C' or better in MTH 110 or 114 or instructor's permission.

This course offers an in-depth look at our base 10 numeration system. It includes a study of number operations, properties of numbers and operations, computation, algorithms, and other numeration systems. Problem-solving is emphasized throughout.

MTE 281 Mathematics for Elementary School Teachers II (3)

Prerequisite: Minimum grade of 'C' in or better in MTH 110 or 114 or instructor's permission.

This course investigates statistics, probability, measurement, and geometry. The geometry portion includes plane and solid geometry, geometric constructions, coordinate geometry, and transformational geometry. Problem-solving is emphasized throughout.

MTE 401 Methods of Teaching Secondary School Mathematics I (3)

Prerequisite: EDU 297 with a grade of 'C' or better.

Topics and issues related to teaching and learning the numbers/operations, algebra and geometry in grades seven through twelve.

MTE 402 Methods of Teaching Secondary School Mathematics II (3)

Prerequisite: MTE 401 with a grade of 'C' or better.

MTE 442 History and Philosophy of Mathematics (3)

Prerequisite: MTH 190 or 213 with a grade of 'C' or better

This course examines the historical development of mathematics and its impact on Western culture as well as its philosophical basis, especially in modern mathematics. Broad outline of the history of mathematics includes the development of its foundations and forces on important mathematics ideas along with philosophical and cultural forces that shaped them.

MATHEMATICS (MTH)**MTH 096 Basic Mathematics (3)**

This course will cover Whole Numbers, Fractions, Decimals, Geometry, Percent, Real Numbers, Equations and Inequalities. (IP grade is applicable).

MTH 100 Intermediate Algebra (3)

Prerequisite: Placement test or minimum grade of 'C' in MTH 096.

This course will cover Graphs of Linear Equations, Exponents and Polynomials, Factoring, Rational Expressions, Systems of Linear Equations, Roots and Radicals. (IP grade applicable).

MTH 102 Arithmetic and Introductory Algebra (3)

This course is designed for Freshman Institute. It will cover Fractions, Decimals, Real Numbers, Percentage, Linear Equations, Polynomials, Factorings, Rational Expressions System of Linear Equations, Radicals. This course meets for 3 hours lecture and 3 hours lab (guided by tutors) per week.

MTH 106 Survey on College Mathematics-The Art of Math (3)

Prerequisite: Advisor and instructor's approval.

This course will cover important concepts in MTH 110 and MTH 114, set theory, number system, functions, exponential models, equations, but will not focus on mathematical techniques. This course will emphasize the origin of mathematical ideas and its relation with Navajo philosophy.

This course is designed as a replacement of MTH 110 or MTH 114 for non-traditional students and for students whose majors do not require higher mathematical skills and techniques.

MTH 110 College Algebra (4)

Prerequisite: Placement test or minimum grade of 'C' in MTH 100 or instructor's permission.

Covers functions and their graphs, including linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Also covers the algebraic concepts necessary for the study of these functions. Four lecture hours per week.

MTH 111 College Trigonometry (3)

Prerequisite: Minimum Grade of 'C' in MTH 110 or instructor's permission.

Trigonometric functions, graphs, identities, inverse trigonometric functions, equations, applications, law of sines, and cosines. Two lecture hours and two workshop hours required per week.

MTH 114 College Mathematics/Quantitative Reasoning (4)

Prerequisite: Placement test or minimum grade of 'C' in MTH 100 or instructor's permission.

Contemporary quantitative methods, especially descriptive statistics, elementary probability, statistical inference, linear and exponential models of growth and decay, and discrete models. Four lecture hours per week.

MTH 118 Finite Mathematics (3)

Prerequisite: Minimum grade of 'C' in MTH 110 or instructor's permission.

Matrices and the solution of linear systems, inequalities, linear programming, permutations and combinations, discrete probability, and a brief introduction to descriptive statistics.

MTH 190 Pre-Calculus (4)

Prerequisite: Minimum of grade of 'C' in MTH 110 or instructor's permission.

Preparation for students in STEM majors. The course will cover trigonometry and analytic geometry, including trigonometric functions, analytic trigonometry, laws of sines and laws of cosines, polar equations, vectors, ellipse, hyperbola, and parabola.

MTH 191 Calculus I (4)

Prerequisite: Minimum grade of 'C' in MTH 190 or instructor's permission.

Preparation for students in STEM majors. The course will cover limit and continuity of functions, derivatives, application of differentiation, integrals and fundamental theorem of calculus.

MTH 192 Calculus II (4)

Prerequisite: Minimum grade of 'C' in MTH 191 or instructor's permission.

Techniques of integration, applications of integration, parametric equations, polar coordinates, sequences, and series. Four lecture hours per week.

MTH 210 Discrete Mathematics (3)

Prerequisite: MTH 110 or instructor's permission. Preparation for students in STEM majors. The course will cover set theory, logic, mappings, integers, induction and recursion, permutations and combinations, algorithms, and basic graph theory.

MTH 213 Statistics (4)

Prerequisite: Minimum grade of 'C' in MTH 110 or 114 or instructor's permission. Cross listed with PSY 213.

Representation of data, measures of central tendency; standard deviation; sampling; normal, chi-square, student's, T and F distributions; and regression and correlation. Basic concepts of experimental design and statistical analysis involved in quantitative research.

MTH 220 Calculus III (4)

Prerequisite: Minimum grade of 'C' in MTH 192 or instructor's permission.

Vector analysis, differentiation and integral calculus of several variables with applications. Four hours lecture per week.

MTH 221 Ordinary Differential Equations (3)

Prerequisite: Minimum grade of 'C' in MTH 192 or instructor's permission.

First-order differential equations, applications, higher-order differential equations, numerical methods, with applications in physical, biological, and social and behavioral science.

MTH 225 Elementary Linear Algebra (3)

Prerequisite: MTH 110 or instructor's permission.

An introductory course for all science, engineering, and mathematics education majors. Topics include matrices, system of linear equations, determinants, vector spaces, linear transformations, and eigenvalues.

MTH 318 Introduction to Number Theory (3)

Prerequisite: MTH 191 with a grade of 'C' or better or Instructor's permission.

Divisibility of Integers, Primes, Congruence, Euler's Function, Primitive roots, RSA cryptosystem, Quadratic Residues.

MTH 365 Modern Geometry (3)

Prerequisite: MTH 191 with a grade of 'C' or better or instructor's permission.

Euclid geometry, Axioms, angle, Triangles, Perpendicular and parallel lines, Circles, Similarity, Parallel Postulate revisited, Non-Euclid geometry.

MUSIC (MUS)**MUS 181 Piano I (2)**

This course introduces students to the piano.

It gives them the skills necessary to sight read music and perform piano pieces in a wide variety of styles.

NAVAJO LANGUAGE (NAV)

NAV 101 Navajo as a Second Language I (4)

First semester course. Aimed at mastery of pronunciation, identification of sounds, thought patterns, and vocabulary. Students learn simple Navajo conversation. An individual, one-hour conversational practice workshop is mandatory for each class session. The course emphasizes the general education special requirement of ethnic/ race/gender awareness (ERG).

NAV 102 Navajo as a Second Language II (4)

Prerequisite: NAV 101 or Placement by Exam.

Second semester course. Mastery of simple sentences. Combination of simple sentences with more complex sentences. Enlarging of vocabulary through oral exercises. An individual, one-hour conversational practice workshop is mandatory for each class session. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 140 Introduction to Navajo Public Speaking (3)

A study of techniques, styles, genres of Navajo public speaking. Students will make plan, practice self-control, and know their audience. (Navajo Nation Leadership Certificate requirement and pre-selected for cohort) and (this course will not satisfy Navajo Language requirement).

NAV 201 Intermediate Navajo as a Second Language III (4)

Prerequisite: NAV 102 or Placement by Exam.

Third-semester course. Students review the material taught in NAV 101 and NAV 102 and proceed to more advanced structures, situations, vocabulary, and functions. An individual, one-hour conversational practice workshop is mandatory for each class session.

NAV 202 Advanced Intermediate Navajo as a Second Language IV (4)

Prerequisite: NAV 201 or Placement by Exam.

Fourth-semester course. Students review material from NAV 101, 102, and 201 and then proceed to more advanced structures, situations, functions and grammar. An individual, one-hour conversational practice workshop is mandatory for each class session.

NAV 211 Navajo Literacy I (3)

Designed to develop skills in reading and writing Navajo, as well as an understanding of the language and its sounds and structure. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 212 Navajo Literacy and Grammar II (3)

Prerequisite: NAV 211.

For Navajo speakers. Develops additional skills in reading and writing Navajo. Emphasis on grammatical structure. The course emphasizes the general education special requirement of ethnic/ race/gender awareness (ERG).

NAV 231 Medical Terminology of the Navajo (3)

Prerequisite: NAV 101 or 211.

Translation and use of medical terminology from English to Navajo and Navajo to English.

NAV 240 Navajo Public Speaking (3)

Prerequisite: NAV 212.

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research; preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in-group discussion with appropriate audiovisual support. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

NAV 350 Teaching Navajo to the Native Speaker (4)

Prerequisite: NAV 301.

Addresses major issues in teaching Navajo literacy and Navajo language arts to native speakers of Navajo.

NAV 351 Teaching Navajo as a Second Language (4)

Prerequisite: NAV 301.

Addresses major issues in the teaching/learning of second languages with specific emphasis on Navajo language as taught in the public schools.

NAV 389 Navajo Linguistics (3)

Prerequisite: Concurrent enrollment or completion of NAV 212.

The study of Navajo Language linguistics covering concepts in socio-linguistics, psycholinguistics, syntax, phonology, and morphology. Navajo is used for concrete exemplification

NAV 391 Navajo Descriptive and Narrative Writing (3)

Prerequisite: NAV 212.

Students read and write descriptive and narrative texts in Navajo, complete weekly papers, and use word-processors to produce high-quality written products. One such text must be read over the radio.

NAV 471 Navajo Grammar and Applied Linguistics (3)

Prerequisites: NAV 389 and 391.

Analysis of the Navajo language using the descriptive terminology of Young and Morgan (1987).

NAVAJO CULTURAL ARTS

NCA 101 Navajo Pottery (3)

Introduction to Navajo pottery ware, development and techniques based on Navajo traditional values. Includes projects in making different traditional pottery ware.

NCA 103 Navajo Basketry (3)

The origin, purposes, philosophy, and functions of Navajo baskets. Projects include making traditional designs, baskets, and water jugs.

NCA 105 Navajo Rug Weaving (3)

Note: Cross-listed with CA 105.

The origin, purposes, philosophy, and historical development of weaving from the Diné perspective. Rug weaving projects include traditional upright-loom weaving techniques and design.

NCA 107 Navajo Moccasin Making (3)

Series of lectures on the origin, purposes, philosophy and historical development of moccasins.

Includes projects in making ankle length moccasins.

NCA 108 Navajo Silversmithing (3)

The origin and cultural development of silver jewelry. Basic skills in making tools, designing, forming, cutting, piercing, and soldering.

NCA 130 Navajo Cultural Arts Selling Practice (3)

The focus of this course is selling authentic Navajo arts and crafts. Find the best venue to sell products: art shows, galleries, Native events, even retail stores/flea-markets. Learn how to approach a gallery, how to create a portfolio, design an effective logo, signature trade stamp and company name. (Navajo Cultural Arts certificate requirement).

NCA 132 Navajo Cultural Arts Material and Resources (3)

Introduction to appropriate ways to collect, prepare raw material for Navajo traditional arts. Includes field trips to collect raw materials. Series of lectures includes cultural sensitivity and protocol. (Navajo Cultural Arts certificate requirement).

NCA 134 Navajo Cultural Arts and Philosophy (3)

Introduces Navajo culture sensitivity and symbolic significance. Includes Navajo Philosophy on artwork in cultural history, discovering and exploring meaning, and looking at different styles of artwork. (Navajo Cultural Arts certificate requirement).

NCA 136 Navajo Cultural Arts Business System (3)

This course explores the origin, philosophy and values of business in the Navajo economic system. An overview of historical Navajo business practice and contemporary development. (Navajo Cultural Arts certificate requirement).

NCA 197 Navajo Cultural Arts Practicum I (3)

This course provides practical (hands-on) learning in the areas of Navajo cultural arts. This first of two practicums, this class entails historical and philosophical applications of Navajo cultural arts through community research. (Navajo Cultural Arts certificate requirement).

NCA 198 Navajo Cultural Arts Practicum II (3)

This course provides practical (hands-on) learning for the Navajo Cultural Arts Certificate students. The second of two practicums, this class includes student dissemination of Navajo cultural arts through community outreach activities and projects. (Navajo Cultural Arts Certificate requirement).

NCA 201 Navajo Pottery/Ceremonial Pipes (3)

An advanced course in making pottery and ceremonial pipes according to the Navajo way of life. It includes history and usage and symbolic interpretation of ceremonial pottery.

NCA 203 Advanced Navajo Basket Making (3)

Advanced course in Navajo basket making. Includes the philosophical, spiritual and ethical significance of the basket. Examines the historical and contemporary elements of design from different regions and periods.

NCA 205 Advanced Navajo Rug Weaving (3)

Prerequisite: CA 105 or NCA 108. Note: Cross-listed with CA 205.

Development of design, skills, and creativity in weaving geometrical, pictorial, and double-woven rugs, including the comparative study of ancient and contemporary weaving.

NCA 206 Navajo Sash Belt/Ceremonial Stocking (3)

Advanced course in making Navajo sash belt and ceremonial stocking. Includes philosophy, historical development, pattern, spinning and weaving skills.

NCA 207 Advanced Navajo Moccasin Making (3)

An advanced course to design and techniques in Ké Nitsaai and Naat'á Ké/Na'abaah Ké. Includes the philosophy and history of Ké Nitsaai and Naat'á Ké/Na'abaah Ké.

NCA 208 Advanced Navajo Silversmithing (3)

Prerequisite: NIS 108.

Creative design, intermediate skills, and lapidary techniques in silversmithing, including the comparative study of Navajo and American Indian jewelry craftsmanship.

NCA 209 Navajo Horse Hair Braiding (3)

This class prepares students in horsehair braiding. Students get hands-on practical experience working with a wide variety of horsehair braiding. Includes the philosophy and history of horsehair braiding.

NAVAJO AND INDIAN STUDIES (NIS)**NIS 102 Chief Manuelito Scholars' Navajo Government (2)**

For high-school students only.

This course satisfies the history and government requirement for Chief Manuelito scholarship applicants. Course covers the history of Navajo government from the earliest days, through the changes in local leadership, the Naat'áanii system, headmen, and the emergence of the Navajo Tribal Council in 1868 as well as the discovery of oil and gas, and the need to approve leases. It also provides students with an overview of the relationship between Navajo Nation government and the federal government.

NIS 111 Foundations of Navajo Culture (3)

An introduction to the basic values of Diné society, past and present, including the clan system, philosophy of duality, oral narratives, and symbolic interpretations. Instruction takes place in Navajo and English.

NIS 118 Navajo Fundamental Law I (3)

An introductory course to the basic values; which includes Navajo traditional law, customary law, natural law, and common law. This course is taught in Navajo and English.

NIS 120 Introduction to Navajo Leadership and Communication (3)

A study of techniques, styles, genres of Navajo Leadership and Communication. Students will plan and practice by making people feel safe to speak up. Develop effective listening skills, and challenge people to think and lead by example. NAV 140 Introduction to Navajo Public.

NIS 121 Navajo Human Relations (3)

The course will examine basic human relationship skills such as: attitudes, behavior, perceptions, interaction and communication with individuals, community members and other organizations.

NIS 123 Navajo Supervision and Management (3)

This course is a study of the role of a supervisor and managerial functions; leadership, communication, ethical reasoning and human relations skills.

NIS 124 Navajo Governance (3)

The course will provide an overview of Navajo Nation governance in the United States. The course will also examine the relationship with the national government and the rise of the collective national Navajo identity.

NIS 127 Navajo Current Issues and Affair (3)

The course will examine current issues in the Navajo Nation pertaining to Education, Economics, Environment, Health, Politics, and Inter-governmental relations.

NIS 128 Navajo Basic Buckskin/Leather Braiding (3)

This course explores the origin and cultural development of buckskin and leather braiding in Navajo culture. The course includes basic skills in cutting, designing, forming and techniques of buckskin.

NIS 130 Federal, State, County, and Municipal Government (3)

This course examines the principles, procedures, politics, issues, funding and the inter-working of Federal, State, County, and Municipal Government and how it affects the Navajo Nation. The student will analyze political philosophy in diverse context and how it impacts Navajo Nation.

NIS 133 Toastmaster and Parliamentary Procedures (3)

This is an introductory course in parliamentary procedure designed to assist leaders to guide meetings, role and responsibilities of the parliamentarian.

NIS 135 Navajo Fundamental Law II (3)

Prerequisite: NIS 118.

The course is an intermediate level of the basic values; which includes Navajo traditional law, customary law, natural law, and common law.

This course is taught in Navajo and English.

NIS 150 Introduction to Navajo Herbology (3)

Examines concepts fundamental to the Navajo use of herbs in environmental and ceremonial contexts. Instruction in Navajo and English. This course is offered only in the Summer or Fall semester.

NIS/ANT 160 Navajo Agricultural History to Present (3)

Note: Cross-listed with ANT 160.

NIS 160 provides philosophical, historical, and cultural practical (hands-on) learning of the foundation and perseverance of Navajo agricultural practices. This includes the study of Navajo agricultural laws and codes practiced prior to European contact as techniques documented during colonial contact, modified through 1868 treaty mandates and practiced in the contemporary as a result of U.S. agricultural laws.

NIS 220 Navajo Oral History (3)

Prerequisite: ENG 101 and NIS 111.

Examines Diné oral history and cosmology with an emphasis on ceremonial practices and world creation narratives. May include field trip to Dinétah or other historical sites. This course is offered only in the Fall semester.

NIS 221 Navajo History to Present (3)

Prerequisite: ENG 101.

Examines Diné history beginning with anthropological theories about prehistoric migrations to and acculturation in the Southwest followed by the European contact period and ending with current events. Includes an overview of key aboriginal land settlements, federal Indian laws, court decisions, and other Indian policies within the context of Diné tribal, intertribal, city, county, state, and federal government relations. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI/ERG, and HA).

NIS 222 Contemporary Indian Affairs and Tribal Government (3)

Prerequisite: ENG 101, and NIS 221.

An overview of federal policies and programs since 1776 that have dealt with U.S. Indian Nations. Examines relationships between tribes and national, regional, and local governments, as well as the rise of a new, collective, national, and political Native American identity.

NIS 225 Indians of the United States and North America (3)

Prerequisite: ENG 101 or concurrent enrollment. Cross-listed with ANT 225.

A survey of indigenous groups of the U.S. and Canada, with an emphasis on changing economic and political forces that influence various tribal groups. Discussion of origins, customs, language, arts, and habitats.

NIS 226 Navajo Nation Government (3)

Prerequisite: ENG 101 and NIS 221. Cross-listed with POS 226.

The development of Navajo Nation government, concentrating on its evolution since the 1920s. Examines the legal and political basis of Navajo Nation government, its structure and functions as well as powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal governments. Highlights major contributions of Navajo Nation chairmen and presidents.

NIS 261 Navajo Oral Tradition and Styles (3)

Prerequisite: ENG 101 and NIS 111.

Examines the philosophy and thinking of traditional elders in Navajo society by listening to and analyzing oral styles, including storytelling, oratory, prayers, and lectures. Instruction is in English and Navajo.

NIS 292 Native American Holistic Expression (3)

Examines the basic principles of Native American spiritual life, common philosophies and values, cycles of life, and contemporary ritual practices throughout North America.

NIS 294 Diné Education Philosophy I (3)

Prerequisite: NIS 111.

Introduces teachings of the Diné knowledge and living systems. Relates them to curricula, pedagogy, and academic life in higher education.

Advances learning of the basic Diné educational philosophy in both traditional and Western curricula.

NIS 295 Diné Education Philosophy II (3)

Prerequisite: NIS 294.

This course is designed to develop intermediate-level knowledge in using SNBH components to advance student learning.

NIS 311 Introduction to Navajo Holistic Healing (3)

Prerequisite: ENG 101 and NIS 111.

A general discussion of major Navajo ceremonies of the summer and winter seasons according to Navajo teachings. Examines the development and organization of ceremonies with emphasis on their purpose, significance, and procedures.

Includes the study of ceremonies from the Hózhóóji (Blessing Ways) and Naayéé jí (Protection Ways). May include field experiences to local traditional healing ceremonies.

NIS 360 Diné Systems (3)

Prerequisite: NIS 340.

This course will examine Diné traditional economy such as livestock husbandry (horses, sheep, cattle industry). The course will also examine arts and crafts industry, as well as traditional trade economy.

NIS 361 Diné Cultural Resource Management (3)

Prerequisite: NIS 340.

This course will examine the Navajo Intellectual Property, and cultural property. The course will also examine American Indian Religious Freedom Act (AIFRA), protection of Diné Sacred Sites, Sacred songs and Ceremonial tools.

NIS 362 Environmental Knowledge and Sustainable Development (3)

Prerequisite: NIS 350.

This course examines issues relating to sustainable economic development, Federal, State and Tribal relationship concerning Navajo Sovereign rights to natural resource extraction, Tribes and Federal

regulation regarding Business Lease on the Reservation, Tribal plans and issues surrounding land, water, wind and solar energy development, Navajo initiative regarding developing a sustainable economic.

NIS 371 Navajo Philosophy (3)

Prerequisite: ENG 101 and NIS 111.

An advanced analysis of the inter-relationship of male and female principles and the manifestation of dual forces. The course looks at Diné philosophical thought, including metaphysics, epistemology, aesthetics, ethics, religion, and traditional social structure.

NIS 410 Diné Literature Moral and Ethics Philosophy (3)

Prerequisite: NAV 391.

This course explores the origin of Navajo ethics and moral philosophy from literatures and oral stories. The consequences of legal actions regarding: murder, abortion, adultery, theft and lying, etc. This course also examines Navajo explanation of morality in the context of tradition belief and application of ethic and morality in contemporary public discussions.

NIS 415 Diné Family Traditional Law (3)

Prerequisite: NIS 361.

This course examines Traditional Diné family, children, parental rights, divorce, properties, domestic abuses and financial responsibilities.

NIS 420 Diné Social systems and Issues (3)

Prerequisite: NIS 361.

This course examines the Diné social systems and traditional and contemporary issues. The course will examine cultural changes, colonialism, colonization, assimilation and national politics.

NIS 425 Diné Men and Women in Society (3)

Prerequisite: NIS 362.

This course will cover the sacred roles of Diné men and women. The roles and responsibilities with personal identity, a community, participation in ceremonies, gender responsibilities with: personal identity, a community, participation in ceremonies, gender and sexuality, exercise of leadership, restrictions of their roles, and in changing Diné society. It will examine restrictions on roles and a changing Diné society.

NIS 450 Diné Resource Management (3)

Prerequisite: NIS 420.

This course will examine Natural Resource Management such as: land, water, soil, plants animals, renewable and non-renewable resources (stewardship)

NIS 455 Diné Place-based Knowledge Geography (3)

Prerequisite: NIS 420.

This course examines Diné sacred places, sacred sites and examines Diné homeland geography and geology Diné K ehgo.

NIS 458 Diné Energy Development (3)

Prerequisite: NIS 425.

This course will examine Federal, Department of Interior, Bureau of Indian Affairs, and the Navajo Nation policies on Diné Energy Development. This course will also examine Health, Environmental Protection, Contaminations and Clean-up issues.

NIS 460 Diné Studies Internship (3)

Prerequisite: PSY 413.

The Diné Studies Internship is a requirement for all Bachelor of Arts in Diné Studies majors. The internship offers students a chance to become directly involved in the degree program areas of interest and issues for a semester. Students may make contributions to the Navajo Nation and communities and have the opportunity to address a professional and scholarly expressed need. Interns may also make a direct contribution to an individual medicine man for learning outside the academic context, in a traditional setting.

NIS 465 Diné Traditional Seminar (3)

Prerequisite: NIS 410.

This course is designed for seniors or students who are near graduation. The course will provide students the opportunity to apply knowledge gained from the required courses for the Diné Studies program degree to: critically examine the current state of American Indian social, political, economic, and cultural issues; examine and apply various models for community intervention and elect various models of community intervention. Leadership characteristics and skills for the twenty-first century will be discussed, and challenges and opportunities for practice and leadership within Diné communities will be identified. The seminar will take time for collaborating group, meetings, and attendance is required. Conversation during seminar will address some of the complex issues involved in bringing Diné perspectives to research and academic work in Diné Studies. No exam is given in the course, there will be various writing assignments to strengthen the student's writing ability. This class will ultimately guide you through the phase for your senior capstone project until completion.

NIS 495 Senior Capstone Course (3)

Prerequisite: NIS 460.

The Capstone Seminar is designed to demonstrate students' accumulated knowledge and skill for the Bachelor of Arts in Diné Studies in a single original project of the student's choice, subject to the instructor's approval and under the additional supervision of the faculty mentor. The most common way of completing this course is the writing of a research thesis of approximately 8000 words, alternate projects can be explored in consultation with instructor of the course. The completed thesis or project should bring together your them within the Diné Studies degree. The Capstone necessitates multiple drafts of your research that are subjected to heightened peer review and regular feedback from your instructor, your peers, and your mentor. A presentation to a panel of faculty will be a final presentation.

PHYSICAL SCIENCE (PHS)

PHS 110 Principles of Physical Science (4)

Prerequisite: MTH 096 and ENG 085.

PHY 110 is a conceptual physical science course emphasizing the relationship between physics and chemistry. Students will study the relationship between the Laws of Motion and chemical reactions, as well as topics related to nuclear, thermal and electrical energy.

PHYSICS (PHY)

PHY 101 Fundamentals of Physics (4)

Prerequisite: ENG 075, 085 , or instructor's permission.

A conceptual introduction to physics utilizing minimal mathematics. Designed for non-science majors and students with no prior physics background. Three hours lecture and three hours laboratory per week. Fulfills the general education requirement for a laboratory science course.

PHY 110 Algebra-based Physics I (4)

Prerequisite: MTH 110 or concurrent enrollment or instructor's permission.

An algebra-based introduction to physics sequence designed for science majors who do not require calculus-based physics. Also suitable for liberal arts majors and general education students with no prior physics background; covers classical mechanics. Trigonometric requirement will be taught in the class. Three hours lecture and three hours laboratory per week.

PHY 111 Algebra-based Physics II (4)

Prerequisite: PHY 110 or equivalent course.

Second course in the algebra-based introduction to physics sequence designed for science majors who do not require calculus-based physics. Also suitable for liberal arts majors and general education student with no prior physics background; covers optics, electricity, and magnetism. Three hours lecture and three hours laboratory per week.

PHY 121 Calculus-based Physics (4)

Prerequisite: MTH 191.

First of three calculus-based courses designed for the science and engineering major with no prior physics background; covers classical mechanics. Three hours lecture and three hours laboratory per week.

PHY 131 Calculus-based Physics II (4)

Prerequisite: PHY 121, or instructor's permission.

Second of three calculus-based courses designed for the science and engineering major; covers electricity, magnetism, and optics. Three hours lecture and three hours laboratory per week.

POLITICAL SCIENCE (POS)

POS 111 Introduction to Political Science (3)

Prerequisite: ENG 101.

This course examines the principles, methods, topics, and concepts of political science in light of contemporary political events. Students will analyze power, authority, and political philosophy in

diverse contexts, including tribal politics. This course meets teacher certification requirements and emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and global awareness (IW/CI, ERG, and GA).

POS 170 American Government and Politics (3)

Prerequisite: ENG 101 or concurrent enrollment.

American Government and Politics examines the origin of the U.S. Constitution as well as governmental structures, procedures, and politics at the federal, state, local, and tribal levels.

POS 181 Arizona Constitution and Government (1)

Prerequisite: ENG 101 or concurrent enrollment.

This course examines the Arizona Constitution in terms of its historical roots, content, modifications, and interpretations. It also examines Arizona's governmental structures, procedures, and politics at all levels, including the Navajo tribal level. POS 181 meets Arizona teacher certification requirements.

POS 226 Navajo Nation Government (3)

Prerequisite: ENG 101 and NIS 221. Cross-listed with NIS 226.

The development of Navajo Nation government, concentrating on its evolution since the 1920s. Examines the legal and political basis of Navajo Nation government, its structure and functions as well as powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal governments. Highlights major contributions of Navajo Nation chairmen and presidents. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

POS 230 Introduction to Policy Research Methods (3)

Prerequisite: ENG 101 and either NIS 226 or 221. Cross-listed with NIS 230.

This course provides students with an introduction to Diné Policy Institute's unique approach to research. Students will learn the foundations of mainstream academic and traditional Diné research methods, gain an understanding of how to utilize both approaches, and apply these skills to existing Diné Policy Institute research. (See NIS/ POS 230).

POS 271 U.S. Constitution and Politics (2)

Prerequisite: ENG 101 or concurrent enrollment or instructor's permission.

This course examines the philosophical antecedents, historical development, and interpretations of the U.S. Constitution. It also examines federal governmental structures, procedures, and politics. POS 271 meets Arizona teacher certification requirements.

PSYCHOLOGY (PSY)

PSY 111 Introduction to Psychology (3)

Prerequisite: ENG 101.

This course is an introduction to the scientific study of individual behavior. It provides a broad overview of major approaches, concepts, issues, methods, findings, contributors, and applications of psychological knowledge to everyday life. It covers biological influences on behavior, sensation, perception, learning, cognition, motivation, emotion, personality, human development, psychopathology, and psychotherapy.

The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI).

PSY 200 Decolonization and Resilience in Indigenous Communities (3)

Prerequisite: Minimum grade of 'C' in ENG 101.

PSY 200 is an interdisciplinary analysis of colonization, decolonization, and indigenous self-determination with specific attention to the realities of Navajo peoples. This class aims to not only explore the myths and realities of decolonization but it also strives to encourage students to engage with self-determining practices in order to reassess, reprioritize and reconcile with psychological impacts of colonial trauma.

This class is formatted into four sections: 1) Analysis of foundational works of colonization and decolonization; 2) Examination of hemispheric indigenous case studies of resilience and self-determination; 3) Exploration of colonialism and resilience predating and extending through European expansion in the Southwest, with specific emphasis given to Navajolands; and 4) Critical inquiry of United States' indigenous movements of decolonization, cultural restructuring, and self-determination as experienced through Navajo realities.

PSY 202 Career Explorations in Psychology (2)

Prerequisite: Minimum grade of 'C' in ENG 101 and PSY 111.

Provides an introduction to the wide variety of careers available with a degree in psychology. Both general and specific information is provided about types of careers, training, skills, experiences, and practice settings on the Navajo Nation and beyond. Students are provided with skills for succeeding in a Bachelor program, developing a career path, applying for jobs, and pursuing graduate degrees.

PSY 211 Introduction to Navajo Psychology (3)

Prerequisite: Minimum grade of 'C' in ENG 101 and NIS 111.

This course is an introduction to SNBH (Sa'áh Naagháí Bik'eh Hózhóón) Diné study of Diné attitude, behavior, personality and character and the psychological knowledge that comes from the Holy People. This introduction will provide an overview of major approaches, concepts, issues, methods findings, and applications of Diné psychologies and knowledge in everyday life. It will cover Diné ethics, principles, moral values, and duties, as well as the study of human character and human action to live as SNBH.

PSY 213 Statistics (4)

Prerequisite: Minimum grade of 'C' in MTH 110 or 114 or instructor's permission. Cross-listed with MTH 213.

Representation of data, measures of central tendency; standard deviation; sampling; normal, chi-square, student's t, and F distributions; and regression and correlation. Basic concepts of experimental design and statistical analysis involved in quantitative research.

PSY 215 Personal and Social Adjustment (3)

Prerequisite: ENG 101 or concurrent enrollment.

An overview of basic psychological principles as they apply to coping with stress, interpersonal relationships, marriage, parenting, and working. Emphasis on learning to become a more competent and effective person. Course may carry one, two, or three credits.

PSY 220 Expressive Arts Therapy (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course provides an overview of experiential styles for individuals in the counseling and behavioral health fields. Visual arts, music/sound, dance/movement, play therapy, psychodrama, and bioenergetics are examined as tools of therapy.

PSY 221 Cinema Therapy (3)

Prerequisite: ENG 101 or concurrent enrollment and at least one Psychology course.

Movies affect us because of their synergistic impact. This course will show the student and future counselor how film may help build a bridge between their client's "reel" life and their experiences in real life.

PSY 240 Human Growth and Development (3)

Prerequisite: ENG 101.

This course provides an overview of the field of human growth and development from prenatal development and birth through adulthood and aging. Topics include physiology, perception, language, cognition, personality, social and moral development, family, and cultural and social influences on development. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 241 Abnormal Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

This course will examine etiology, symptomatology, and classification of organic and functional behavior disorder, mental deficiencies, and other deviations. Treatment modalities overview will be examined.

PSY 250 Social Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

This course is an overview of science-oriented approaches to the study of the impact of environment, particularly the social environment, on individual behavior and considers individual behavior but emphasizes the relationship between individual and group behavior. The course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 255 Introduction to Physiological Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

Relationships of physiological processes to behavior. Emphasizes nervous system functioning.

PSY 290 Research Methods (1)

Prerequisite: ENG 101 and 3 credits of PSY, SOC, ANT or SWO.

An introduction to qualitative and quantitative research methods used in Psychology and the Social Sciences. This course emphasizes the process of conducting psychological research, including the development of testable hypotheses, measurement, design, data collection, analysis, and the writing and presentation of a research paper. Students will gain experience through projects in conducting research.

PSY 291 Introduction to Counseling (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

This course is an overview of various approaches to the techniques used in counseling. Mock counseling sessions and hands-on exercises are employed to demonstrate various counseling tools and styles.

PSY 292 Human Sexuality (3)

Prerequisite: ENG 101 or concurrent enrollment.

This survey course of the psychological aspects of human sexual behavior emphasizes cognitive, emotional, behavioral, and cultural factors that shape sexuality.

PSY 310 Educational Psychology (3)

Prerequisite: PSY 111 and PSY 240.

Survey course focusing on the study and application of psychological principles, theories, and methodologies as they relate to the educational experience, from the perspectives of both instruction and learning. Emphasis is on developmental, cognitive, and motivational theories within the context of culture. Current trends and new perspectives which enhance learning environments are included.

PSY 315 Health Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and PSY 255 or instructor's permission.

Contributions of psychology to health promotion and illness prevention, adaptation to acute and chronic illness, and to the healthcare system.

PSY 325 Psychology and Law (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

Theories, research, and practice in psychology as related to law and justice systems, including criminal, civil, domestic relations, and professional issues. Introduction to Navajo Peacemaking.

PSY 340 Child and Adolescent Development (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 240 or instructor's permission.

Psychological development from infancy through adolescence, focusing on physical, social, cultural, cognitive, and linguistic aspects of development, as well as developmental disabilities and disorders. Diverse cultural framework for reasoning about child and adolescent development will be applied.

PSY 350 Cultural Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 250 or instructor's permission.

The influence of culture on human thought and behavior, including cultural differences in perception, cognition, motivation, attitudes, beliefs, physical and mental health, communication, and relationships. Definitions of culture and culture acquisition are emphasized.

PSY 360 Drug Use and Abuse (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 255 or instructor's permission.

This course examines use and abuse of drugs and alcohol, including interactions between risk factors, protective factors, and sociocultural influences. Students gain an understanding of the psychological and physiological nature of substance abuse and develop skills related to diagnosis and treatment of substance abuse disorders. This course also includes an overview of individual differences in risk and resilience, current and historical patterns of substance usage. ESM definitions of substance abuse, and programs for rehabilitation.

PSY 365 Cognitive Psychology (3)

Prerequisite: Minimum of grade of 'C' in ENG 101 and PSY 111.

Human information processing, including memory, perception, attention, problem solving, decision making, knowledge representation, abstract concept, social cognition, and language.

PSY 392 Counseling Theories and Techniques (3)

Prerequisite: PSY 291.

This course is an overview of major theories and techniques of counseling and psychotherapy. Student will read about, experience, and practice skills and techniques associated with major counseling theories.

PSY 413 Advanced Indigenous Research Methods (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, and 290.

Focuses on methodologies of Indigenous research and foundations of social science research as they relate to psychology. Emphasis on the collection and analysis of qualitative and quantitative data, the purpose of Indigenous research, roles and responsibilities of researchers in Indigenous communities, Indigenous epistemologies, decolonizing methodologies, proper use and dissemination of research findings, the role of the Institutional Review Boards, and critical evaluation of research. Student will complete a research project that will involve designing a study, collecting data, and analyzing data using computer-based statistical software.

PSY 497 Independent Study (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, 290 and at least one 300-level PSY course.

Individualized approach to selected topics by guided reading and critical evaluation under supervision and approval of an instructor.

PSY 498 Undergraduate Research (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, and PSY 111. Minimum grade of 'B' in PSY 213, 290 and 413.

Original research under the supervision and approval of research advisor.

PSY 499 Fieldwork Experience (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, 290, 291 and at least one 300-level PSY course.

Field experience in an approved agency or organization. Such work must be approved and supervised by a psychology faculty member.

PUBLIC HEALTH (PUH)**PUH 111 Introduction to Public Health (3)**

This course introduces students to all aspects of the field of public health, focusing on health promotion and disease prevention goals designed to establish and maintain healthy communities. The 3 core functions and 10 essential services of public health, as well as reading and lecture materials are organized and presented within the contexts of the Diné educational philosophy. This course is intended to help students become both knowledgeable and culturally competent public health professionals in the Navajo Nation.

PUH 141 Nutrition for Health (3)

Prerequisite: ENG 085 and MTH 096.

General concepts of nutrition applied to food choices that support health; cultural, psychological, and economic implications of food choices. Current concepts and controversies in human nutrition. Carbohydrate, protein, lipids, vitamins, and minerals in nutrition, and the relation of nutrition to health throughout the life cycle.

PUH/BIO 170 Medical Terminology (3)

Prerequisites: Reading proficiency requirement or concurrent enrollment in ENG 101.

Basic tools are provided, such as root words, prefixes, and suffixes, for building an effective verbal and written biomedical vocabulary.

PUH 200 Principles of Health Education (3)

Prerequisite: PUH 111, ENG 101, and HEE 111 or 110 or concurrent enrollment.

This course introduces students to the field of health education. It explores social and behavioral theories, and determinants of health behavior of individuals and groups. In their final project students must apply course concepts to design a prospective health education intervention. Course emphases are on health education methods and issues relevant to the Navajo Nation. Guest speakers involved in health education on the Navajo Nation may provide presentations. Content of the course will facilitate application of the principles of SNBH.

PUH 201 Principles of Environmental Public Health (3)

Prerequisite: ENG 101, PUH 111 or ENV 101.

This course explores environmental health professionals' roles in ensuring safe and healthy environments, including sanitation, food safety, and occupational safety, and air and water quality. Policies and activities of federal, state, local, and tribal entities are examined, with a focus on Navajo examples. Navajo cultural beliefs related to nature and the environment provide the foundation on which the course is structured.

PUH 202 Uranium and Environmental Health (3)

Prerequisite: Completion of ENG 075 or reading proficiency requirement.

This course examines the impacts of uranium and the uranium mining industry on the people and land of the Navajo Nation. The primary emphasis is on environmental public health effects and efforts to remediate them. The course covers comprehensive information on all aspects of uranium, the uranium industry, and the health effects of exposure to uranium.

PUH/AGR 215 Introduction to Veterinary Science/One Health (3)

Cross-listed with AGR 215.

This course will introduce students to medical terminology, domestic and exotic animals, Roles of the Veterinary Technician and Veterinarian, career options, ethics, laws safety and public health as they relate to Veterinary Medicine and the concept of "One Health" which examines how humans, animals and environmental health are all interconnected. This class will integrate the Diné cultural significance of Hózhó for students to learn about importance of Veterinary Medicine and One Health within the Diné culture.

PUH 241 Human Nutrition (3)

Prerequisite: CHM 130 or higher required.

The principle of human nutrition as it relates to health issues is the primary focus of this course. Emphasis is placed on nutrients and how they affect the human body. The structure and function, digestion and absorption, and metabolism of carbohydrates, lipids, proteins, minerals, and vitamins are discussed. This course also examines energy, weight-management, nutritional requirements of different age groups, U.S. dietary trends, and guidelines for good nutrition and health.

PUH 275 Health Services and Policy (3)

Prerequisite: Completion of PUH 111, ENG 101 or concurrent enrollment.

In this course, students are introduced to health services administration and the role of policy development in public health. The course covers national, state, local, and Navajo Nation health services, focusing on how they are organized and administered. U.S. public health services are compared with those on the Navajo Nation and other tribal communities. The course is taught in accordance with the Diné educational philosophy (primarily in the realm of Íiná).

PUH 289 Public Health Emergency Preparedness (4)

This focused course covers practical knowledge, steps, and considerations relating to preparation for any potential public health emergency in the Navajo Nation. The course is based on online materials originally developed by the Arizona Center for Public Health Preparedness at the University of Arizona, adapted by Diné College to the Navajo Nation environment. There are no prerequisites, but prior completion of PUH 111 is recommended.

PUH 300 Health and Human Disease (3)

Prerequisites: BIO 181, 201, 202 or concurrent enrollment, PUH 111, 170.

An understanding of the biological and cultural basis of disease is critical to public health practice. Public health addresses biological, physical, chemical, behavioral, social, and cultural factors associated with individual and population health and, in recent years, health disparities over the life course. This course will focus on the fundamental principles relating to the etiology, nature, prevention, and control of both communicable and non-communicable diseases. Coursework will provide an overview of major diseases, their classification, causes, diagnosis, and treatment. Students will apply biological principles to public health research studies in order to understand the applied biology related to health and disease. Students will also learn indigenous etiologies of disease, screening, and treatment with a focus on traditional Navajo medicine. Students will learn

to critically examine how we understand disease and to appreciate the multiple ways of diagnosing and treating disease in different public health settings.

PUH 345 Theories of Health Behavior (3)

Prerequisites: PSY 240, PUH 111, 200.

The purpose of the course is to provide students with an understanding of the application of the social and behavioral sciences to health. The course is designed to introduce students to some of the major theories, models, and conceptual frameworks that are frequently used to plan health promotion and disease prevention interventions that target behavior at the individual, interpersonal, community, and societal levels of intervention. This course will emphasize research on health behavior theory and

American Indian and Alaska Native populations. Such research critiques Western based theory and highlights the role that traditional beliefs and practices play in understanding behavior and decision-making among indigenous groups.

PUH 350 Global Indigenous Health (3)

Prerequisites: PUH 111, 201, 275, and ENG 101.

This course introduces the theories, perspectives, and methods of global health through an exploration of the health of indigenous groups around the world. Topics to be addressed include the global burden and distribution of disease and mortality, determinants of health status and health inequalities, the development of global health policies, and the implementation of global health interventions. Emphasis will be placed on indigenous notions of health and disease and global health systems unique to groups in different cultural settings.

PUH 355 Health Disparities (3)

Prerequisite: PUH 111, 201, 275, and ENG 101.

This course will give students a beginning knowledge of the literature on health disparities and a solid understanding of some of the causes of these disparities. Students successfully completing the course will be able to describe and analyze the patterns of health disparity affecting various racial/ethnic, gender, income and sexual orientation groups, including health indicators, rates of disease, and health-related behaviors. They will also use theoretical strategies to understand/explain health disparities. Students will also describe and analyze the determinants of health disparities for American Indian groups, including social, political, and economic factors. This course will use examples of health disparities on the Navajo Nation as well as the many positive community-based strategies to address these disparities and decrease their likelihood in the future.

PUH 360 American Indian Maternal, Child, and Sexual Health (3)

Prerequisite: PUH 111, 275, and ENG 101.

This course introduces students to the principles and practices of public health in the areas of maternal and child health and sexual health. Using the life course perspective, the course examines how infants, children, women and families develop in the context of biologic and social determinants of health, as they play out over a lifetime and across generations. The focus of this course will be American Indian/Alaska Native (AI/AN) women and their families including traditional notions of women, the body, pregnancy, childbirth, family, and children's health. Selected current topics—such as asthma, adolescent pregnancy, infant mortality, and childhood obesity among AI/ AN populations—are studied in depth and used to illustrate how problems are understood, their distribution in diverse populations, and the content and quality of programs required to address them. Throughout the course, special attention is given to the impact of poverty, poor access to health care, and racial inequalities on the health of AI/AN families, as well as to the strengths that individuals and communities among indigenous groups bring to the creation of solutions.

PUH 370 Community Health Assessment and Planning (3)

Prerequisite: HEE 111, PUH 111, 200, ENG 101.

This is the first of two courses in which students examine assessment, planning, implementation, and evaluation in public health practice. The course focuses on assessment and planning as carried out in epidemiology, environmental public health, health education and promotion, and health services

administration. It explores Navajo ways of knowing, defining, and thinking about health problems (Nitsáhákees) and the process of planning (Nahat'á) health intervention programs.

PUH 380 Implementation and Evaluation of Public Health Interventions (3)

Prerequisite: HEE 111, PUH 111, 200, 370, ENG 102.

This is the second of two introductory courses in which students examine assessment, planning, implementation, and evaluation in public health. The course focuses on implementation and evaluation as carried out in epidemiology, environmental health, health education and promotion, and health services administration. It is taught in accordance with the Diné educational philosophy (primarily in the realm of Íiná and Sihasin). In this course students will work with instructors to develop a class intervention to a public health issue on the Navajo Nation. This step by step process will give students the opportunity to put the assessment and planning stages of public health programming into practice.

PUH 385 Mental Health Issues in Public Health (3)

Prerequisites: PSY 240, PUH 111, 275.

This course is designed to help students think critically about the identification and treatment of mental illness in the United States. Students will explore current public health research and programming surrounding the definition, prevention, and treatment of mental illness. Central to this approach is the understanding that mental illness and its diagnosis is culturally situated.

Navajo concepts of mental health and healing will be integral to student understandings of all of the aspects of mental health introduced in this course. This course will also explore how our beliefs about mental illness and the mentally ill have influenced our approaches to policy, systems, services, and treatment. Special attention will be paid to mental health issues and treatment options among American Indian and Alaska Native populations and especially to those issues affecting the Navajo Nation.

PUH 391 Seminar in Public Health (3)

Prerequisite: PUH 111, 201, 275.

In this seminar, students are introduced to community health issues (especially in the Navajo Nation) and to problems faced in health care systems and health care delivery. Topics covered may include emergency services, the delivery and referral systems (both tribal and federal), and challenges, including alcohol use and abuse, illicit drug use, and mental health. The focus of the topics of this course will be on research, past and present, in public health on the Navajo Nation. Projects will be selected based on research that has been reviewed by the IRB. Exposure to ongoing research projects and research projects and researchers will enable students to see public health research in action and give them experience with both the process and the product of research.

PUH 395 Epidemiology (3)

Prerequisite: MTH 110 or 118 and PUH 111.

A basic introduction to epidemiology and biostatistics is provided in this mathematics-based course. Students are guided in identifying relevant and appropriate public health data and information sources. A special focus is on relationships of risk factors and disease outcomes, with attention to the health priorities of the Navajo Nation. The course also introduces students to epidemiological research designs and measures, and ways in which they influence public health decision-making.

PUH 490 Public Health Research Methods (4)

Prerequisites: PUH 380, 395, one other PUH 300 level course or concurrent enrollment.

The research methods course covers basic concepts in public health, health promotion, and disease prevention, including its cultural aspects. The design and implementation of qualitative and quantitative research are covered, including hypothesis development, research design, development of research protocols, data analysis using computer software packages, and presentation of results. This course will be part of the capstone experience for the Bachelor's degree in Public Health. This course will finish with a final project that will be the culmination of all of the student work in public health at Diné College. The project will encompass professional level work in public health and will be partially evaluated by an external evaluator who is a professional in public health.

PUH 497 Public Health Research Methods Practicum (3)

Prerequisites: PUH 490 or concurrent enrollment.

PUH 497 is a capstone practicum experience for advanced students in public health. This field experience will be offered over the course of a semester and will finish with a final project that will be a culmination of all of the student work in public health at Diné College. Students will utilize public health knowledge and skills acquired during their upper level coursework. The project will encompass professional level work and will be partially evaluated by an external evaluator who is a professional in public health.

PUH 498 Indigenous Health Research Methodologies (3)

Prerequisites: NIS 371, or 294, NIS 111, PUH 380, 395.

This course will acquaint students with indigenous research concepts and issues. We will introduce basic concepts in qualitative and quantitative research designs and their application to research in Native communities, with illustrations from ongoing research studies to provide practical examples of a variety of research designs and their application. We will introduce research methods that are informed by Indigenous ways of producing and sharing knowledge, ethical considerations, collaborative research design with Indigenous communities and peoples, the sharing of research materials and outcomes, multi-vocal authorship, learning to integrate responsibilities as a researcher, and the respect for cultural property rights and ownership. Such methods will prepare students to develop a better understanding of, and professional capacity for effectively and collaboratively working with Indigenous communities, to deconstruct a long history of "colonizing" research, and to build reciprocal, respectful, and mutually beneficial relationships between researchers and Indigenous communities. Participants will be given an opportunity to develop research questions and study designs to obtain practical experience with the principles taught during the course.

SOCIOLOGY (SOC)

SOC 111 Introduction to Sociology (3)

Prerequisite: ENG 101.

SOC 111 is a general introduction to sociological perspectives. Discussions of social institutions, class, power, conflict, change, culture, and socialization are integral to the course. The course emphasizes general education special requirements in ethnic/race/gender awareness (ERG).

SOC 205 Qualitative Research Methods (3)

Prerequisite: ENG 101.

This course introduces students to methods of conducting research into human societies and provides guidance and supervision as students conduct research in local communities.

SOC 210 Deviant Behavior (3)

Prerequisite: ENG 101.

This course examines behavior not accepted nor approved by the society in which it occurs. It considers methods by which deviant behavior is studied, as well as theories of deviancy offered by sociologists, anthropologists, and psychologists. The course may focus on Navajo drinking behavior in its normative and deviant forms. It emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOC 215 Native Americans in American Society (3)

Prerequisite: ENG 101.

This course is a general review of current living conditions, roles, statuses, and images of American Indians. Faculty and students analyze social and cultural change and conflict. It examines the growth of urban indigenous groups and their adjustments to urbanization, as well as the social, economic, and political achievements of Native Americans. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 220 Criminology (3)

Prerequisite: ENG 101.

Criminology is an examination of crime, theories of criminal development, type of offenders, crime statistics, and incarcerated penology. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOC 225 Marriage and Family in a Changing Society (3)

Prerequisite: ENG 101.

This course examines marital relationships and social change. The course emphasizes the general education special requirements of ethnic/ race/gender awareness (ERG).

SOC 230 Racial and Ethnic Relations (3)

Prerequisite: ENG 101.

This course examines minority and dominant group relations in the U.S. It explores patterns of prejudice and discrimination against racial and ethnic minorities, and assimilationist policies of the federal government and their impact on American Indians and the Navajo experience. SOC 230 emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 260 Drug and Society (3)

Prerequisite: Minimum Grade of 'C' in ENG 101.

This course examines drugs as a social problem. It considers the social-cultural factors that contribute to the use and abuse of drugs and the effects upon the individual and society. Reviews prevention, intervention and treatment. Surveys policies regarding drug related issues.

SOC 275 Social Stratification (3)

Prerequisite: ENG 101.

This course examines the unequal distribution of power, resources, income, and life changes in society. It analyzes economic and social classes, racism, ethnic stratification, colonialism within the U.S., gender stratification, and the changing position of women in society. It reviews the effects of poverty on individuals and communities. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOCIAL SCIENCE (SSC)

SSC 110 General Social Science (3)

This course is an introduction to the core disciplines of the social sciences: anthropology, geography, political science, economics, history, sociology and psychology. At the end of this course, students will be familiar with the questions, basic concepts, and methods of study of said disciplines. Furthermore, as an introductory class, SSC 110 also emphasizes fundamental academic and critical thinking skills. As students continue to explore the social sciences as well as the concepts and terms common to the study of human societies, students will also utilize said disciplines to further understand global and local Indigenous social realities.

SPF 416 Theory and Practice in Education Law (1)

Prerequisite: Acceptance in the B.A in Education Program and completion of all of semester I, II and III courses (BLE 350-BLE 486).

This course explores legal actions and theories applied at K-8 schools. The multicultural, and philosophy are integrated and addressed through the course. Students will be asked to gain a greater understanding of how to protect the legal rights of students, teachers, and the schools by examining the legal system. There will be discussions of practical guidelines to prevent litigation for the professional teacher. Students' analysis and interpretation of classroom behavior from perspectives derived from philosophy, social science, and law. Civic discourse, civic knowledge and engagement to local and global events.

SOCIAL WORK (SWO)

SWO 111 Field Placement Seminar (1)

Prerequisite: ENG 101 or concurrent enrollment.

This course engages students in the first semester of field placement which should include culturally-sensitive growth and development in generalist practice. This will ensure the student achieves professional experience in field instruction. It will also provide direction for students in a practice setting.

SWO 211 Introduction to Social Work (3)

Prerequisite: ENG 101.

SWO is a continuation of SWO 111. This course offers an introduction to values, ethic, skills, and knowledge pertaining to social work. Social systems theory is emphasized.

SWO 242 Social Work Practice I (3)

This course develops generalist social work knowledge and skills for working with and on behalf of individuals, families, and groups. It will look at identifying practice skills through the assessment and treatment phases.

SWO 243 Human Behavior in the Social Environment (3)

This course develops an understanding of human behavior on a biological and behavioral level. It looks at and various methods of treatment and engages students in issues related to trauma, spiritual development, disabilities, and bridging the gap of micro and macro levels of practice.

SWO 250 Social Work Ethics (3)

This course is designed to educate students on legal and ethical values related Social Work. The course will educate students on the NASW code of ethics and laws related to social work practice. It will also provide a look at the social worker role in the legal system.

SWO 295 Field Experience I (3)

Prerequisite: ENG 101.

Students are placed in community social service agencies for practical social work experience for a minimum of ten hours per week, offering opportunities to apply skills and to operationalize social knowledge and values in social work.

SWO 296 Field Experience II (3)

Prerequisite: ENG 101.

A continuation of SWO 295 with more advanced experiential applications.

THEATER (THR)**THR 101 Introduction to Theater (3)**

A survey of theater, including basic elements and principles of production, styles, and historical perspectives of theater, dramatic literature, and criticism.

THR 102 Introduction to Acting and Storytelling (3)

The course will incorporate fundamental techniques of acting and storytelling through physical and vocal expression, improvisation and monologue scene work, with an emphasis on characterizations and performance. A class performance of a dramatic production will be the course culmination.