



2020-2021  
**GENERAL CATALOG**

# 2020-2021 Catalog



**Tsaile, Arizona 86556**  
**1-877-988-DINE**  
**[www.dinecollege.edu](http://www.dinecollege.edu)**

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Diné College reserves the right to make changes at any time to any provision of this Catalog. Students will be notified of changes to this published catalog by updated 2020-2021 Catalog Addendums.

This Catalog sets forth the official policies, rules, and regulations which apply to every student attending the College.

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The typefaces used in this Catalog are Adobe InDesign.

**The Higher Education Institution of the Navajo Nation since 1968**

# 2020-2021 Academic Calendar

## 2020 Fall Semester

Faculty Returns	August 10
Staff/Faculty Convocation (AM), Tsaile Campus	August 11
Inter-Campus (PM), Tsaile Campus	August 11
Student Orientation	August 12
On-Site Registration	August 13-14
Residence Halls Open	August 16
Instruction Begins	August 17
Late Registration	August 17
Last Day to Add Classes	August 21
Labor Day (Holiday)	September 07
Last Day to Drop/Withdraw with "W"	September 11
Graduation Petitions Deadline (Fall 20')	September 18
Mid-term Exam Week	October 05-09
Indigenous People's Day	October 12
Mid-term Grades Due	October 13
Last Day Registration for (2nd 8 Weeks)	October 13
Late Graduation Petition w/fee	October 16
Last Day for Drops/Withdraw with "W"	October 23
Spring 21' Early Registration	November 02
Thanksgiving Day (Holiday)	November 26
Diné Family Day (Holiday)	November 27
Last Day of Instruction	December 04
Final Exams Week	December 07-11
Winter Graduation Commencement	December 11
Final Exam Grades due	December 14

## 2021 Spring Semester

Faculty Returns	January 04
Inter-Campus	January 05
On-Site Registration	January 07-08
Residence Halls Open	January 10
Instruction Begins	January 11
Late Registration	January 11
Last Day to Add Classes	January 15
Martin Luther King Day (Holiday)	January 18
Graduation Petitions Deadline (Spring 21')	January 22
Last Day to Drop/Withdraw with "W"	January 29
Late Graduation Petition w/fee	March 05
Mid-Term Exam Week	March 01-05
Last Day Registration for (2nd 8-weeks)	March 08
Mid-term Grades Due	March 08
Spring Break, All Sites	March 15-19
Last Day to Drop/Withdraw with "W"	March 19
Fall & Summer 2021 Registration Begins	April 05
Academic Achievement Awards	April 22-23
Last Day of Instruction	April 30
Final Exam Week	May 03-07
Graduation	May 07
Final Grades Due	May 10

## 2021 Summer Sessions

Final Registration Summer Session I & 10 weeks	May 21
Residence Halls Open	May 24
Summer Session I - Instruction Begins	May 24-June 25
Summer Session 10-week - Instruction Begins	May 24-July 30
Memorial Day (Holiday)	May 31
Final Registration Summer Session II	June 25
Summer Session II - Instruction Begins	June 28-July 30
Independence Day (Observed)	July 05

**Students must be fully admitted into Diné College prior to course registration.**

## College Administration

### **Dr. Charles Monty Roessel, College President**

*Ed. D., Arizona State University, Educational Administration and Supervision  
M.A., Prescott College Journalism  
B.S., University of Northern Colorado, Photo-Communication/Industrial Arts*

### **Dr. Geraldine Garrity, Provost**

*Ed.D., Fielding Graduate University, Education  
M.Ed., Arizona State University, Curriculum & Instruction  
B.A., Arizona State University, Education*

### **Bo Lewis, Vice President of Finance & Administration**

*M.B.A., University of Phoenix, E-Business  
B.S., University of Colorado, Business Administration  
A.S., ITT Institute of Technology, Infor. Tech – Computer Network Systems  
A.A., Lamson Business College, Accounting*

### **Glennita Haskey, Vice President of Student Affairs**

*M.S., University of New Mexico, Occupational Therapy  
B.S., University of New Mexico, Multicultural Education  
A.S., Navajo Community College, Social Behavioral Science*

### **Marie R. Nez, Vice President of External Affairs**

*M.Ed., Northern Arizona University, Career & Technical Education  
B.S., Northern Arizona University, Business Administration, Minor in CIS  
A.A., Diné College, Computer Sciences*

## School Deans

### **Dr. Paul Willeto, Dean of Arts, Humanities & English, Professor**

*Ed.D., University of New Mexico, Administration & Supervision  
M.F.A., University of Michigan, Fine Arts  
B.F.A., University of New Mexico, Fine Arts*

### **Dr. Lawrence Isaac Jr., Dean of Diné Studies & Education**

*Ph.D., University of Arizona, Educational Administration  
M.A., University of Arizona, Educational Administration  
B.A., University of Arizona, Government*

### **Dr. Michael Lerma, Dean of Business & Social Sciences, Associate Professor**

*Ph.D., University of Arizona, American Indian Studies  
M.A., University of Arizona, Political Science  
B.A., University of California, Los Angeles, Political Science*

### **James Tutt, Dean of Science, Technology, Engineering & Mathematics**

*M.Ed., Western New Mexico University, Education  
B.S., Fort Lewis College*

## College Board of Regents

### **Greg Bigman, President**

*Northern Agency Representative*

### **Theresa Hatathlie, Vice President**

*Western Agency Representative*

### **Sharon Todacheenie, Secretary**

*Fort Defiance Agency Representative*

### **Daniel Tso, Member**

*Health, Education & Human Services Representative*

### **Johnson Dennison, Member**

*Central Agency Representative*

### **Anderson Hoskie, Member**

*Eastern Agency Representative*

### **LeTanya Thinn, Member**

*ASDC President, Student Representative*



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## President's Message

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Yá'tá'ééh,

Thank you for choosing to attend Diné College. For more than 52 years, the first tribal college in the country has provided a high-quality college education. You are joining a history that has created graduates who have helped shape the Navajo Nation. Together, graduates of Diné College continue to give back to their communities and their people.

As a student, you have a responsibility to work hard, study hard and engage in the education you seek. Remember, your education will change your life but it will also change those who are around you. By having the courage to change your future, you are really changing the future of your community. That is the power of a Diné College degree.

The degrees that you see in this catalog is only the beginning. Diné College is currently in the process of developing other academic programs to meet the needs of our changing and growing Navajo Nation. We are all aware of the unique challenges facing all of us during the coronavirus pandemic. We are in the process of building greater opportunities for students while also ensuring the safety of all faculty, students and staff is maintained. It is also important that we remember the reason that we are here today is because of our unique history and culture that has allowed us to not just endure but thrive. Our Navajo values are imbedded within our education and provide the strength for you to be successful.

One of the areas where we are making a huge investment is in improving our IT infrastructure. By fall 2020, we will have upgraded our broadband to make access to our classes, research, and services more accessible. It is our goal to make your experience at Diné College beneficial, academically challenging but also as seamless as possible. To be successful in today's world, the skills that you will need will be linked to technology. It will be equally valuable to have critical thinking skills, communication skills and the ability to work with people. That is our commitment to you. When you graduate from Diné College you will be able to immediately help to build our Navajo Nation.

Diné College is ready to make your desired future a reality.



Dr. Charles M. Roessel





# About Diné College

## College Mission

Diné bina'nitin áyisíí ásiláago binahjí', ótta'í na'nitin náasjí' yee inááhwiidool' áłgíí yéego bidziilgo ádiilnít, áko Diné nilnígíí t'áa altsó yá'át'éehgo bee bił nahaz'áa dooleeł niidzin.

Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

## College Vision

Nihí'ólta'gi, Diné Bidziilgo ólta'gi na'nitin a'aa ádaat'éii ólta'í bee nanitínígíí dóó t'áa ha'át'íí shíí bee bíká'aná'álwo'ígíí bidziilgo dóó bohónéedzáago ádiilnít niidzin. Díí binahjí' Diné bí'ólta'gi óhoo'aah ts'ídá bohónéedzáanii bee bił haz'á ilíi dooleeł.

Our vision is to improve continuously our programs and services to make Diné College the exemplary higher education institution for the Diné People.

## College Principles

Nihina'nitin, Sa'ah Naagháí Bik'eh Hózhóón bił hadít'éego, dóó iná Diné yee iiná íí'ínígi át'éego nahasdzáán bikáa'gi dóó yádiłhił bi-yaagi bohónéedzánígi át'éego yee hiná. Díí binahjí' t'áa altsodéé' bik'fhwiinít'íj'go bitah yá'áhoot'éehgo yee iiná íí'íi dooleeł.

Our educational principles are based on Sa'ah Naagháí Bik'eh Hózhóón, the Diné traditional living system, which places human life in harmony with the natural world and universe. The system provides for protection from the imperfections in life and for the development of well-being. The principles are four-fold:

**Nitsáhákees.** Thinking. Baa nitsidzikees. Apply the techniques of reasoning. Analyze alternative solutions through the use of the principles of logic and creativity.

**Nahat'á.** Planning. Nahat'á anitsíkees bee yátí' dóó íshjání óolzin. Develop and demonstrate communication skills. Nahat'á nahaaldeeł. Demonstrate systematic organization skills.

**liná.** Implementation. T'áa hó ájít'éego hózhóogo oodááł. Demonstrate self-direction based on personal values consistent with the moral standards of society. T'áa hó ájít'éego hózhóogo oonish. Demonstrate quality, participation, work, and materials.

**Siihasin.** Reflection and assurance. Siihasingo oodááł. Demonstrate competency. Siihasin nahaaldeeł. Demonstrate confidence.

## College Values

Our employees and students will adhere to the following values to achieve the mission and purposes of the College:

**T'áa hó ájít'éego.** Excellence and self-initiative in problem-solving, compassion, setting clear goals, and establishing positive working relationships.

**Ahił na'anish.** Cooperating and helping one another, keeping all employees well informed, using proper language for communication, respecting one another on equal terms, and honoring K'é.

**Íí'ídi.** Respecting the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments, and valuing inclusiveness.

**Íí'Ééhózin.** Understanding, thoughtfulness, competence, confidence, conscientiousness, and reflectivity for serving the needs of the Diné People.

## Diné College History

Diné College is the first tribally controlled and accredited collegiate institution in the United States. Established in 1968 as Navajo Community College, it was later renamed Diné College. The Navajo Nation sought to create an institution of higher education that encouraged Navajo youth to become contributing members of the Navajo Nation and the world.

Under the direction of an eight-member Board of Regents, appointed by the Navajo Nation President and confirmed by the Health, Education and Human Services Committee of the Navajo Nation Council, the College continues its goals for student success.

Today, Diné College serves a predominantly Navajo student population across the 26,000 square miles of the Navajo Nation that spans across the states of Arizona, New Mexico, and Utah. The College offers General Education courses that provide students with a high-quality experience while earning various Certificate as well as Associate and Bachelor degree programs in the areas important to the economic, political, environmental, and social development of the Navajo Nation.

## Accreditation

Diné College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, (800) 621-7440, [www.hlcommission.org](http://www.hlcommission.org).

## One College, Multiple Sites

Tsééhíli, the "place where the stream flows into the canyon," is also known as Tsaile, Arizona, the location of the main campus. In addition to the main campus, there are a branch campus in Shiprock, New Mexico, and four regional sites located in Arizona and New Mexico. The Arizona locations are in Tsaile, Window Rock, Chinle, and Tuba City. The New Mexico locations are in Shiprock and Crownpoint.

All locations offer General Education courses and programs to support post-secondary learning and to prepare students for further study or future employment.

## Diné College Campuses/Centers

List of locations with contact information:

### Tsaile Main Campus

1 Circle Dr. Route 12, Tsaile, AZ 86556  
Ph: (928) 724-6600  
Cashier/Payments: ext. 6684

### Shiprock Branch Campus

1228 Yucca Street  
PO Box 580, Shiprock, NM 87420  
Ph: (505) 368-3500  
Cashier/Payments: ext. 3528

The Shiprock Branch has two locations: north (behind Northern Navajo Medical Center) and south (located east of Shiprock High School).

### Chinle Center

PO Box 1997, Chinle, AZ 86503  
Ph: (928) 674-3319  
Fx: (928) 674-8488  
Payments: ext. 7104

### Crownpoint Center

Navajo Route 9, Mercy Drive  
West Navajo Route 9  
PO Box 57, Crownpoint, NM 87313  
Ph: (505) 786-7391  
Fx: (505) 786-5240  
Payments: ext. 7204

Crownpoint Center is located 0.4 miles south of Bashes.

## Tuba City Center

600 Edgewater Drive  
PO Box 1716, Tuba City, AZ 86045  
Ph: (928) 283-5113  
Payments: ext. 7500  
The Tuba City Center is located next to the Tuba City Dialysis Center.

## Window Rock Center

Tribal Hill Dr.  
PO Box 1924, Window Rock, AZ 86515  
Ph: (928) 871-2230  
Fx: (928) 871-2395  
Payments: ext. 7604  
The Window Rock Center is located north of the Navajo Nation Education Building.

## Non-Discrimination Policy

Diné College is committed to the policy of equal opportunity and non-discrimination in employment and education regardless of race, ethnicity, religion, national origin, sex, sexual orientation, age, or disability.

The College complies with the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, the Americans with Disabilities Act and Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act of 1975, Age Discrimination in Employment Act of 1967 as amended, and the Navajo Preference in Employment Act.



## Title IX

Title IX of the Education Amendments of 1972 prohibits sexual discrimination in any form; to include any form of sexual harassment and gender discrimination. Federal law states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program and activity."

## Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their educational records. (An "eligible student" under FERPA is a student who is 18 years of age or older or any student who attends a postsecondary institution).

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Diné College (hereinafter

referred to as the "College") receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student along with the notification of the right to a hearing.

1. The right to provide written consent before the College discloses Personally Identifiable Information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by the Diné College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health services staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of the Diné College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill her or his professional responsibilities for the Diné College.

2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Diné College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202-5920

For additional information regarding FERPA, contact: (202) 260-3887 (voice), (800) 877-8339 (TDD)  
<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## Drug-Free and Zero Tolerance Policy

The College is committed to the Drug-Free Schools and Communities Act Amendments of 1989 as specified by P.L.101-226. This is demonstrated in accordance with the Navajo Nation policies prohibiting the manufacture, possession, distribution, or use of alcohol or About Diné College 8 controlled substances by students, employees and campus guests in the workplace and facilities owned or leased by

the College. Smoking and the use of smokeless tobacco, such as vapor cigarettes, are also prohibited in College buildings and vehicles.

### Jeanne Clery Act

In compliance with the Jeanne Clery Act of 1965, Diné College provides information regarding campus safety and crime policies outlined in the Student Code of Conduct. This Code of Conduct contains information about reporting crimes, the sexual harassment policy, the drug/alcohol policy, etc.

### Campus Crime Information

To comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified as 20 USC 1092 (f) as part of the Higher Education Act of 1965, Diné College provides information regarding campus safety and crime policies as outlined in the Student Code of Conduct. This Code of Conduct contains information about reporting crimes, sexual harassment policy, drug/alcohol policy, etc. To view the campus crime statistics, please access the Diné College webpage: [https://www.dinecollege.edu/current\\_students/campus-safety/](https://www.dinecollege.edu/current_students/campus-safety/)

To sign-up for emergency notification through Alert Media text message service, visit Diné College website at: <https://dashboard.alert-media.com/public?ecust=6821ab1cea92f457b95185238126c78b>

### Student Complaints and Recommendations

Students have the right to file a grievance using the Student Complaint Form. The nature of the complaint must be described thoroughly, including any evidence that supports the complaint. To obtain a copy of the Student Complaint Form, please contact the Student Success personnel.

**Student Success Center –Tsaile**  
(928) 724-6855

**Crownpoint Center**  
(505) 786-7391 ext. 7201

**Chinle Center**  
(928) 674-3319 ext. 7101

**Student Success Center –Shiprock**  
(505) 368-3621

**Window Rock Center**  
(928) 871-2230 ext. 7603

**Tuba City Center**  
(928) 283-5113 ext. 7500

Diné College, the first tribal college located on the vast Navajo Nation, offering accredited college level courses with plenty of resources to help you get on the right track.

### Enrollment

*How do I enroll for the first time at DC?*

Becoming a student at DC is simple! If you've never attended Diné College, you must first get officially admitted. Here are the requirements for establishing Admissions.

### NEW Students

For admission to Diné College, New and Transfer students must complete and submit ALL of the following required documents:

- Admission application with a non-refundable \$20.00 application fee. You may complete and submit the Admission Application on the Web at [www.dinecollege.edu](http://www.dinecollege.edu)
- Which must disclose the following:
  - Full Legal Name
  - Social Security Number
  - Mailing Address
  - Date of Birth
- Copy of Social Security Card - verification of Legal Name and Social Security Number.
- Official Certificate of Indian Blood (CIB) or enrollment card (applies to registered American Indian students only – must match Full Legal Name)
- Official high school transcript with graduation date or high school equivalency credential (GED®, HiSET® or TASC®) with test scores.
- Previously attended Colleges/Universities
- Additional information will be required for Bachelor degree-seeking students.

The Official documents you submit to the Admissions are part of your permanent educational records at Diné College and will not be released back to you at any time.

### Letter of Admission

Students who met the college's admission requirements will receive an official Letter of Admission from the Office of Admissions. Additional copies can be obtained from the Office of Admissions located in the Student Union Bldg. (SUB) at the main campus in Tsaile.

### Denial or Cancellation of Admission

The College reserves the right to deny or cancel student admissions. Any student found to have willfully concealed, withheld, or falsified information on his/her admissions may be subject to denial, cancellation of admission and/or penalties pursuant to tribal, state, and federal codes; this includes full name, date of birth, social security number, address, phone numbers, transcripts, census number, high school, GED and college/university previously attended, etc. This may also result in student expulsion.

For more information, contact the Office of Admissions at (928) 724-6634/6638.

**Contact Us**  
**Diné College—Office of Admissions**  
P.O.Box C-02  
Tsaile, Arizona, 86556  
[admissions@dinecollege.edu](mailto:admissions@dinecollege.edu)  
(928) 724-6634



# Admission Policies and Procedures

## Transfer Students

In addition to the required documents listed above, the following documents are required for all transfer students:

- Official college/university transcript(s) from other accredited colleges/universities previously attended.

Students who attended another accredited college or universities prior to being admitted to Diné College are considered as transfer students. Official transcripts are required upon Admission; Transfer courses will not be included in the student's Cumulative Grade Point Average (CGPA) and will be shown without designated equivalents. Transfer credits remain on a student's permanent transcript.

- 20 credit hours below the 300 course level with grades of 'C' or better will be accepted towards a Certificate,
- 40 credit hours below the 300 course level with grades of 'C' or better will be accepted towards a Associate Degree,
- 60 credit hours below the 300 course level with grades of 'C' or better will be accepted towards a Bachelor Degree.

Transfer students who previously attended an institution that is no longer accredited and/or closed down are advised to visit the state's higher education office or accrediting agency to obtain a memo, transcript, or enrollment or credit attainment verification. Upon receiving an official memo or a copy of a transcript, Office of Admission will review the documents to determine acceptance of such form(s) for admission purpose.

## Returning Students/Stopped Out Students

Returning/Stopped Out students are student(s) who previously attended Diné College. These students must submit an updated admission's application along with any required documents to the Office of Admissions. If you attended other colleges or universities, you must include all official college/university transcript(s). **Note: You must not owe more than \$150 to the college to register.**

## Non-Degree Seeking Students

Students who are not pursuing a degree are allowed to take up to 6 credit hours per semester. If a student wishes to take more than 6 credit hours, the student must declare a major and submit all required documents (*refer to admission requirements*). Non-degree seeking student(s) are not eligible for financial aid. Non-Degree seeking student must submit the following documents:

- Certificate of Indian Blood (CIB) or enrollment card (applies to registered American Indian students only - must match Full Legal Name)
- Official high school transcript with graduation date or high school equivalency credential (GED, HiSET or TASC)
- Official College Transcript

## Writing and Math Placement Assessment Overview

Diné College no longer uses the ACCUPLACER Placement Test in Math, Reading or Writing.

Requirements in place to meet placement assessment for Writing and Math:

- Acceptance into Diné College with all documents submitted to the Office of Admission at Tsaile Campus.
- Official High School Transcript
- Official High School SAT Scores

\*Must have been taken within the last five years.

## Writing Placement

English faculty will conduct writing Placement Assessment. All incoming first year students will be enrolled in ENG 101. English faculty will be doing their own pretest and posttest on the first day of class to determine if they remain in ENG 101 or promoted to ENG 102.

## Mathematics Placement

The Admissions Office will determine student enrollment in MTH 100, 102, 106, or 110 depending on SAT scores or Official High School Transcript.

Exceptions may be made for transfer students who have successfully completed college level English and/or math at another institution upon presentation of an official transcript of previous coursework. The appropriate department, in coordination with the Office of Admissions, determines the validity of the transfer grade.

## Navajo Language Placement

This test is also required for all Diné College Students who will enroll in Diné College's Navajo language classes for the first time. Exam results will determine the level of course placement in Navajo language course(s). To schedule an exam, please contact Center for Diné Studies at (928) 724-6658 located at Tsaile Campus.

## Enrollment Status

The number of credit hours carried per semester indicates a student's enrollment status.

- **Full-time**—a student carries 12 or more credits per semester and must complete 24 credits in an academic year.
- **Three-quarter time**—a student carries 9-11 credits per semester and must complete 18 credits in an academic year.
- **Half-time**—a student carries 6-8 credits per semester and must complete 12 hours in an academic year.
- **Part-time**—a student carries 5 or less credits per semester and must complete credits in an academic year

## Change of Major

All student major change request is limited to one per semester. These include, but are not limited to, non-degree seeking to degree seeking changes or vice versa or adding/dropping a major. All program major changes will be processed during the time frame between the End Date of the previous semester to the 1st Friday of the subsequent semester.

Students must complete the Change of Major Form and submit it to their Academic Advisor. Students who have changed their major must consult with their advisor to determine additional curriculum needs and understand any impact it may have on their Financial Aid eligibility. All Change of Major forms must be submitted to the Office of Admissions.

The following are types of changes of major processes:

## Non-Degree Seeking to Degree Seeking

Students who declared non-degree status but now would like to declare a major, must update their admissions application with the Office of Admissions and submit all the required documents including College/Universities Transcript(s).

## Changing Degree Type

Students who are changing from one type of undergraduate degree/certificate program to a different major must complete the Change of Major Form signed by the advisor and submit to the Admissions Office.

## Adding a Major (Dual major)

If you decide to add an additional degree program, you must notify the Office of Admissions and if you are on financial aid, contact the Office of Financial Aid & Scholarships.

## High School Concurrent Enrollment (Non-Degree)

- The student must have completed the eighth grade and be enrolled in an accredited public, Bureau of Indian Education-funded or a private secondary school or home school.
- Student may enroll for a maximum of two courses (six credits) for fall and/or spring and one course (three credits) for summer session. The student is not permitted to audit



# Admission Policies and Procedures

courses.

- Students are only allowed to take freshman (100-199) and/or sophomore (200-299) level courses.
- Students must meet all course prerequisite requirements, as per the Diné College Catalog.
- The student's high school counselor, principal, designee, or superintendent must approve the specific courses and the number of hours in which the student desires to enroll each semester by signing the High School Concurrent Enrollment Permission form.
- Student must be in good academic standing at their high school and have a cumulative grade point average of at least 2.0 on a 4.0 scale.
- Student must complete the College placement test in reading and math prior to the start of class or have qualifying ACT and SAT scale.

## Dual Credit and High School Concurrent Enrollment Process

Students must submit the following to the Office of Admissions before registering for classes (all documents must be original, no copies or scanned documents accepted):

- Diné College Application - students are encouraged to apply online at [www.dinecollege.edu](http://www.dinecollege.edu)
- High School Concurrent Enrollment Permission Form signed by the student, parent/guardian and high school representative.
- Official in progress High School Transcript
- Official Certificate of Indian Blood (CIB)
- Student must complete the College placement test in reading and math prior to the start of class or have qualifying ACT or SAT scores.

## Dual Credit Program

*What is dual credit?*

Diné College's Dual Credit Program gives high school juniors and seniors an opportunity take college level course(s) while still attending their high school. The student receives college credits for the course(s) from both the College and the high school.

## Student Eligibility

Students must be in fulltime attendance at their high school with at least a 2.0 cumulative GPA. Student must have the principal/guidance counselor's approval. Other requirements established by the individual high schools might also apply.

## Eligible Classes

Only 100-level and above college level courses are eligible for dual credit classification. These courses allow for transfer of college credits based on transfer agreements among public colleges and universities in Arizona and New Mexico, as well as other tribal colleges and universities. Vocational, remedial, and physical education classes are not eligible for dual credit.

## Dual Credit Placement Tests

Potential Dual Credit students must abide by the standard College's Writing and Mathematics Placement Test.

## Enrolling in Dual Credit Courses

In addition to the Admissions application and required documents, a Dual Credit student must also complete and submit the following documents to the Office of Admissions before registering for classes:

- Diné College Dual Credit Request Form (Arizona, New Mexico or Utah) signed by the student, parent/guardian and high school representative

- Student Information Release Form (FERPA)
- In progress High School Transcript with STARS/SAIS/BIE ID#S

## Tuition and Fees for Dual Credit

Tuition and fees are waived at the time of enrollment and registration. Upon successful completion of the dual credit course(s) with a final letter grade of A, B or C; Dine' College will request reimbursement from the appropriate funding sources (i.e. Arizona or New Mexico). According to federal guidelines, dual credit students are not eligible for financial aid. The Dual Credit Program does not reimburse dual credit students for failing letter grades of D or F.

## Textbooks for Dual Credit

The Local Education Agency (LEA) is responsible for purchasing and distributing all textbooks and learning materials; available online at: [www.bkstr.com/dinecollegestore/home](http://www.bkstr.com/dinecollegestore/home)

## International Students

International Students must submit the following documents to the Office of Admissions before being issued an I-20 form. All documents must be translated into English.

- Admission Application with \$20.00 non-refundable application fee.
- Copy of the Passport or VISA
- Official High School Transcript (translated into English)
- Official College/University Transcript(s)
  - If applicable and translated into English
- Test of English as a Foreign Language (TOEFL) or English Proficiency Exam with scores
- Financial Sustainability documents – Bank Statements (translated into English and US Dollars)
  - International Students are not eligible for Financial Aid

International students who wish to reside within Residence Life will be granted a one-year "Background Check" waiver. Thereafter, international students must complete and submit their background check information when completing any future application. Contact Residence Life for more information at [residencelife@dinecollege.edu](mailto:residencelife@dinecollege.edu) or (928)724-6782.

## Bachelor Program Admission Process

If you are planning on pursuing a Bachelor's Degree from Diné College; listed below are the Schools with programs and additional required program admission criteria. You can also contact a Bachelor of Arts and Bachelor of Science Degree Program Coordinator or the programs directly if you have any questions.

For Bachelor Degree seeking students' transfer of credits; evaluations will be determined by the Registrar. Transfer courses will not be included in the student's Cumulative Grade Point Average (CGPA) and will be shown without designated equivalents. Transfer credits remain on a student's permanent transcript

## School of Sciences, Technology, Engineering, & Mathematics (928)724-6720

Student must complete Admissions Application process; in addition to that, you must submit required documents for the following programs:

- Bachelor of Science in Biology
- Bachelor of Science in Public Health
- Bachelor of Science in Secondary Education, Science
- Bachelor of Science in Secondary Education, Mathematics
- Bachelor of Science in Agricultural Science
- Bachelor of Science in Agricultural Science: Animal Em-

# Admission Policies and Procedures

phasis

- Bachelor of Science in Agricultural Science: Plant Emphasis

## School of Humanities & English (928) 724-6933

Must complete Admissions Application and submit required documents for the following program:

- Bachelor of Fine Arts

## School of Business and Social Sciences (928)724-6624

Must complete Admissions Application, submit required documents and Program Applications:

- Bachelor of Arts in Business Administration
  - Program Application Deadline - June 01
  - B.A. Checklist and required by Advisor
  - Acceptance Letter by School

Must complete Admissions Application, submit required documents:

- Bachelor of Arts in Psychology
  - Completion of A.A. in Social Behavioral Science
  - B.A. Checklist and required by Advisor
  - Any other Associate degree will require students to take additional courses.

## School of Diné Studies and Education (928) 724-6588

Must complete Admissions Application and submit required documents:

- Bachelor of Arts in Education: Emphasis in Multicultural Education

Must complete Admissions Application, submit required documents and Program Applications for the following programs:

- Bachelor of Arts in Elementary Education
  - Program Application Deadline - June 01 for Fall semester and Oct 01 for Spring semester
  - B.A. Checklist and required by Advisor
  - Acceptance Letter by School
- Bachelor of Arts in Diné Studies Track
  - Program Application
  - B.A. Checklist and required by Advisor
  - Acceptance Letter by School
- Bachelor of Arts in Navajo Language Track
  - Program Application Deadline
  - B.A. Checklist and required by Advisor
  - Acceptance Letter by School

For more information on Student Orientation for Bachelor Degree Programs contact:

(928) 724-6972

Diné Teacher Education: (928) 724-6658

## REGISTRATION

### Academic Advising

Academic advising provides the following services to assist students with their academic and personal goals at Diné College.

Academic Advisors, Program Coordinators and Faculty Advisors support students in the following areas:

- Identifying appropriate courses to fulfill program requirements
- Exploring educational and career goals
- Exploring academic degree programs
- Gathering information about resources and services for managing academic life
- Understanding institutional policies, procedures, and programs
- Transferring to/from four-year institutions

All students are required to meet with either an Academic Advisor at the Student Success Center (Tsaile and Shiprock campuses only) and/

or community Campus Office, or a Faculty Advisor prior to scheduling classes each semester. This will ensure students are enrolling in the appropriate classes for their curriculum and possible transfer plans.

- Chinle Center, call (928) 674-3319
- Crownpoint Center, call (505) 786-7391
- Shiprock Student Success Center, call (505) 368-3621
- Tsaile Student Success Center, call (928) 724-6855
- Tuba City Center, call (928) 283-5113
- Window Rock Center, call (928) 871-2230

### Student Orientation

Student Orientation is designed to help new student's transition to Diné College and general college life. Freshman and transfer students are required to attend a fall or spring orientation.

The College's Bachelor Degree programs also have additional orientation activities. For more information on Student Orientation for Bachelor Degree Programs, contact:

BA Psychology and Business: (928) 724-6624

Diné Studies and Education: (928) 724-6972

STEM: (928) 724-7620

Fine Arts, Humanities, and English: (928) 724-6933

For more information, call the Student Success Centers in Tsaile or in Shiprock. Each center also conducts group student orientation per location, generally the same day as the Tsaile campus and Shiprock branch. For more information on center student orientation, you may contact the main office (refer to phone listing above under Academic Advising).

### Textbooks

Follett is the Virtual Bookstore for Diné College where students order their books, which is available online at:

[www.bkstr.com/dinecollegestore/home](http://www.bkstr.com/dinecollegestore/home)

# Tuition and Fees

## Tuition

Students with an account balance in excess of \$150.00 are not allowed to register. Account balance must be below \$150.00.

Tuition cost for all Certificates, Associates, and Bachelor degree programs are \$55 per credit hour or up to \$660 for full-time students (12 credits).

Required Fees ( Non-Refundable)	
Application (New First-Time Students)	\$20
Technology Fee	\$20
Activity Fee (TS, SR, TC, Sites & OL)	\$25
Vehicle Parking Permit (Student)	\$5
Vehicle Parking Permit (Staff/Faculty)	\$10
Student ID Replacement	\$5
Graduation Petition and Diploma	\$25
Late Graduation Petition	\$35
Official Transcript (Per copy)	\$5
Same day Transcript	\$15
Residence Life, Improper Check Out	\$30
Residence Life, Cleaning Fee	\$50
Residence Life, Lost Key	\$20
Residence Life, Housing Damage	Varies
Residence Life Student Family Cleaning Fee	\$150

## Technology Fee

All students are required to pay a \$20 Technology Fee each semester. The fee pays for computer lab usage, software, distance education, ITV and Warrior Web.

## Activity Fee

Students at the Tuba City Center, Tsaile Campus, Shiprock Branch and Online Courses (OL) are charged a \$25 Activity Fee for the Fall and Spring Semesters. The fee pays for activities that are held on campus such as lectures, cultural events, social events and sports.

## Cancelled Course Policy

If a course is canceled, the student will receive a tuition refund, however, the refund will not include the non-refundable fees (technology and activity fees, where applicable).

## Payment Options

Payments are accepted at all Diné College locations by cash, money order or credit card (VISA and MasterCard only). The Cashier Office and Campus Center Office at all locations accept credit card payments over the phone. Online payment is also available through the Warrior Web. The College does not accept personal checks.

## Payment Plans

FALL and SPRING Semesters ONLY

Diné College offers a payment plan to students who are not eligible for financial aid. The plan works by dividing the tuition bill into four (4) equal payments. The payment plan is a non-interest student promissory note or loan, and does not accumulate interest charges. The student tuition bill must be paid in full when the payment plan ends. Tuition bill payments are due every 4th Friday of each semester month.

### SUMMER Session

The plan works by dividing the tuition bill into biweekly payments. Tuition bill payments are due every 2nd and 4th Friday of each semester month.

*NOTE: Students who sign up for the payment plan will not be eligible to register*

for the upcoming semester or request an official transcript until payments are completed and the account balance is zero. All accounts with a balance will be put on an Accounts Receivable (AR) Hold status.

## Charges/Payments

All student charges will be charged in full amounts to student accounts every Fall, Spring, and Summer Semesters. All incoming scholarship award payments will be posted in full amounts to student accounts for each Fall, Spring, and Summer Semester (awarded).

## Refund Policy

A financial obligation to the College occurs when a student registers for classes. The refund amounts and timeframe is outlined in the refund tables. Students who completely withdraw from the College (no longer enrolled in any classes) must complete an Official Withdrawal Form. Students who drop a course(s) by completing an Official Drop Form, but continue enrollment may be eligible for a refund based on the date of when the course(s) was officially dropped.

Students who fail to attend class or request and Instructor Drop WILL NOT be released from financial responsibility. It is the student's responsibility to complete the appropriate paperwork within the allotted timeframe to be considered for a refund, failure to do so will result in the forfeiture of tuition refunds.

## Fall or Spring Semester Tuition Refund

Tuition Refund	
Tuition is refunded from the date instruction begins as follows:	
Before Instruction Begins	100%
01-14 Calendar Days	80%
15-21 Calendar Days	60%
22-28 Calendar Days	40%
29-35 Calendar Days	20%
After 35 Calendar Days	No Refund

## Summer Sessions Tuition Refund (5-10 weeks)

Summer Sessions Tuition Refund	
Tuition for each session is refunded from the date in	
Before Instruction Begins	100%
01-03 Calendar Days	75%
04-05 Calendar Days	50%
06-07 Calendar Days	25%
After 07 Calendar Days	No Refund

## Diné College Bookstore

The bookstore provide Diné College apparel, supplies, snacks, and Native American clothing and household items, such as Pendleton blankets, coffee cups, wallets, etc. Bookstores are located at the Tsaile and Shiprock campus. For more information, call (928) 724-6750/6871.

Community Copy/Fax Services is available at Diné College Bookstore, located in the Student Union Building.

Fax Fees	
Incoming Fax:	\$0.35 per page
Outgoing Fax	\$1.00 per page
Additional Page:	\$0.75 per page

Copy Fees	
8.5 x 11 Colored	\$0.35 per page
11 x 17 Colored	\$0.50 per page

# Tuition and Fees

## Copy Fees

8.5 x 11 Black & White	\$0.25 per page
11 x 17 Black & White	\$0.35 per page

### Textbooks

For more information, contact Bookstore.

- Tsaille Bookstore, call (928) 724-6851
- Shiprock Bookstore, call (505) 368-3547

### Merchandise Refund/Return Policy

- Merchandise must be in NEW condition (i.e. not have been used and tags still attached).
- No refunds, returns, or exchanges without original receipt.
- All sales are final on discounted merchandise.
- Opened software, audio books, DVDs, CDs, BlueRay Discs, USB drives, laptops, tablets, headphones, and other small electronics may not be returned.

### Department Purchased Gifts

Diné College departments or programs may purchase items from the Bookstore as event prizes or incentives (such as a t-shirt) for students.

Purchased items received from a College department or program given to a student CANNOT be returned to the Bookstore for credit or refund. If an item (gift) is not wanted, the student will return the gift to the department, and then the department will receive credit, not the student.

### Residence Hall *(General Catalog AY1719, Pg. 19)*

Student housing is available only at the Tsaille Campus. Students are responsible for adhering to Residence Life Handbook and the Student Code of Conduct. For more information, contact the Residence Life Office at (928) 7246782.

**Note:** Dorm and Meal cost are refundable for each semester based on date of check-in, indicated under *"Dorm Room and Meal Plan Refund."*

### Housing Costs by Semester

Fall/Spring Semester	Single Occupancy	Double Occupancy
Per Semester	\$990	\$640

Summer Session	Single Occupancy	Double Occupancy
5 Weeks	\$290	\$190
10 Weeks	\$580	\$380

### Student Family Housing

Rent is due on or before the 1st of each month.

2 Bed Room	3 Bed Room
\$500 per month	\$600 per month

It is recommended that the student pay per semester if he/she is receiving Financial Aid/Scholarships to avoid non-payments and eviction. For more information regarding rent and payment, contact Residence Life Office at (928) 724-6783.

### Student Meal Plans

All students in the dorms are required to be on a meal plan.

#### Fall/Spring Semester Warrior Meal Plans

Residents	
Three meals a day Monday-Friday	\$1,480
Two meals a day on weekends	

#### Summer Session Warrior Meal Plan

Residents	5 Weeks	10 Weeks
Three meals a day Monday-Thursday	\$300	\$600

### Dorm Room and Meal Plan Refund

#### Fall/Spring Semester Refund: Dorm Room & Meals

01-05 Calendar Days	100%
06-14 Calendar Days	80%
15-21 Calendar Days	60%
After 21 Calendar Days	No Refund

#### Summer Session Refund: Dorm Room & Meals

01-03 Calendar Days	100%
04-07 Calendar Days	75%
After 07 Calendar Days	No Refund

### Student Family Housing Refund Policy

Student families who live at the Student Family Housing pay on a month-to-month basis, but it is recommended for the student to pay per semester if he/she is receiving grants/ scholarships. If the student decides to move out of the Student Family Housing, the student will be charged at a pro-rated rent cost. He/she will need to check out from the apartments through Residence Life properly according to the check-out procedures within the Residence Life handbook.



# Financial Aid

## Office of Financial Aid & Scholarships

The Office of Financial Aid & Scholarship (OFA&S) supports the College's mission by providing access and equal opportunity for financial assistance to eligible students through federal, state, tribal, institutional, and private resources regardless of race, ethnicity, color, creed, religion, sex, age, marital status, sexual orientation, national origin, Veteran status, disability or any other classification protected by applicable discrimination laws.

The main goal of the OFA&S is to provide prospective and continuing students with information and resources to financially support their education.

Students are eligible for federal financial aid if they are enrolled in a degree program recognized by The Higher Learning Commission and/or the Department of Education. The degree program should be at least one academic year in length and the student must meet satisfactory academic progress (SAP), have a high school diploma or equivalent, and must be a U.S. citizen or eligible non-citizen. Students who have completed a FAFSA; must be fully admitted to the college. Male students must comply with Selective Service registration requirements.

All students are required to complete the following:

- Free Application for Federal Student Aid (FAFSA). The FAFSA/ISIR response will determine a student's Expected Family Contribution (EFC).
- Financial Aid Forms are available at Diné College's Office of Financial Aid & Scholarship and online through Netpartner.

*NOTE: In order to be considered for funding, a Degree Checklist is required at the start of every semester through the Diné College drop box (usually done by your advisor).*

## FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) 20 U.S.C. 1232g prohibits the release of confidential information without the student's written consent to anyone outside of the institution the student is attending. Therefore, the OFA&S requires students to sign this Consent Form to authorize the Office of Financial Aid & Scholarships (OFA&S) to release confidential information to an individual(s) from their financial aid file.

## Accreditation

Diné College is accredited by the Higher Learning Commission of the North Central Association of College and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800)621-7440, <http://www.hlcommission.org>.

## Cost of Attendance (COA)

Diné College has established a cost of attendance for Dependent and Independent students as well as for students living in the dorm, Residence Life program. The Pell Grant award is based on the COA and student/parent's EFC – expected family contribution; therefore, no two student's awards are exact. A cost of attendance (COA) example for an on-campus student living in the dorm/Residence Life for one semester is as follows:

	Award Example		
Pell Grant	\$3,173	COA	\$7,340
Navajo Nation	\$2,500	Less Total Aid	\$5,673
Total Aid	\$5,673	Unmet Need	\$1,667

- Direct costs for student in dorm: Tuition & Fees, Books & Supplies and Room & Board.
- Indirect costs: Transportation and Personal expenses.

Award Example: On Campus student, enrolled Full-time and EFC = 0

Award Amounts vary based on several factors:

- Enrollment Status
- Grade Point Average (GPA)
- Satisfactory Academic Progress (SAP)
- Degree or Major
- Dependent or Independent
- Child care expenses

## Satisfactory Academic Progress (SAP) Policy

Federal regulations require Diné College to establish satisfactory academic progress standards for students who are receiving Title IV financial assistance. Diné College's OFA&S reviews grades at the end of each semester and measures satisfactory academic progress in the following areas: grade point average (GPA), completion rate or pace, and maximum timeframe.

Students receiving financial aid must maintain satisfactory academic progress toward the completion of an approved certificate or an approved degree program.

Diné College advises students to pursue one program at a time. Students who are enrolled in a certificate program are expected to complete the program before moving into an Associate Degree program. Pell Grant does not cover degree programs beyond the Bachelor program.

Diné College has both a qualitative and quantitative measure of academic progress:

Semester Hours Load	67% Minimum Complete Rate per Semester
Full-Time (12 Credits or More)	Must satisfactorily complete 8 credits
Three-Quarter Time (9-11 Credits)	Must satisfactorily complete 6 credits
Part-Time (6-8 Credits)	Must satisfactorily complete 4 credits
Less than Half-Time (1-5 Credits)	Must satisfactorily complete the number of hours funded (i.e., if a student is funded for 4 credits, the student must complete 4 credit hours).

## Qualitative Standard:

- Minimum term grade point average (GPA)

## Quantitative Standards (Pace):

- The maximum timeframe a student has to complete a degree program,
- A minimum percentage of courses attempted must be passed, and
- A maximum number of courses from which a student is allowed to withdraw or drop.

*NOTE: Grades of \*D, F, I, W, or IP are not accepted as passing and could affect eligibility for future financial aid. (See "Non-Grade Designation Table" in this Catalog)*

## SAP Impact of Course Repetition, Withdrawals, Incompletes, Transfer Credits, Changes in Major.

### Course Repetition

Course Repetition is restated with repeats a course in order to improve a grade. Students are allowed to repeat any previously passed course and have it count toward enrollment for financial aid eligibility only once. Each attempt at the course, however, will count toward a student's pace and maximum timeframe.

## Official Withdrawal

A school's SAP policy cannot exclude "W" grades in SAP reviews. Withdrawal hours are assigned when a student withdraws from a class after the drop period. Withdrawal hours count as credit hours attempted toward both pace and maximum timeframe.

## Unofficial Withdrawal

An unofficial withdrawal occurs when a student does not successfully complete any courses (receives all "F" grades), stops attending classes, or did not complete any coursework. A student with an unofficial withdrawal may be required to repay up to 50% of his/her financial aid received for the term. Students who never attended any of their classes and did not complete any course work are required to repay 100% of the financial aid received for the semester or summer term. Non-attendance does not relieve students of the financial responsibility for tuition and fees charges once they are registered for a class.

## Incompletes

Incomplete (I) is a temporary grade that is assigned only in exceptional circumstances. It will be given only to students who cannot complete the work of a course on schedule because of illness or other circumstances beyond their control. Once an official grade is received, students should notify the Office of Financial Aid and Scholarships.

\*If a student who was previously awarded on GOOD STANDING receives an (I) grade, they will be awarded the following semester on a WARNING status. If a student who was awarded on a WARNING receives an (I) grade, they will have their Financial Aid placed on a hold until they resolve the (I) grade. Upon receiving a letter grade, SAP status will be determined.

## Transfer Credits

Dine College will consider coursework taken at another accredited institution as both, attempted and completed credit hours toward pace and maximum timeframe. Students who exceed the maximum timeframe can submit a request for continued funding to determine if aid can be reinstated.

## Change in Major

Students who have changed majors or are pursuing a second degree may reach their maximum timeframe before their program of study is complete. All credits attempted are treated in the quantitative, qualitative, and maximum timeframe standards for SAP. Students can pursue two degrees but Financial Aid will only fund one degree program.

## Additional Degree(s)

A student who already has earned an equivalent of an AAAS or AS degree does not qualify for additional Pell Grant funds unless they are seeking their first Bachelor degree. Financial Aid will only cover one Certificate, one Associate and one Bachelors degree. Student must progress forward, not moving backwards.

## Repeat

Students may repeat courses previously taken at the College to better their understanding or to improve their grade. A transcript shows that the course was repeated, but only the higher grade is used to complete the student's Cumulative Grade Point Average.

*NOTE: A repeated course may not qualify for funding.*

## Retake

Courses may be retaken, but only one retake of a course counts towards a student's eligibility for financial aid.

If students with disabilities can demonstrate equal or higher academic performance as their typical college peers and/or demonstrate the ability to maintain satisfactory academic progress, they may be considered eligible for accommodations such as course substitutions. Course substitutions could be a workshop, independent study, special

topic classes, or practicum experiences.

The substitute course must be at the freshman and sophomore levels, and be closely related in content, objectives, and outcomes to the original required course. Such accommodations will be considered on a case-by-case basis to ensure students with disabilities meet the necessary and required coursework for the specific degree or certificate program.

## Financial Aid Warning

Recipients of financial aid will receive a financial aid warning notice after any semester in which their semester/term grade point average falls below the "Completion Rate/Pace" and/or fail to satisfactorily complete 67% of the credit hours in which they are enrolled.

The financial aid warning letter serves as a WARNING to the student that he/she did not maintain satisfactory academic progress during the most recent semester of attendance at Diné College. Failure to meet one of the academic progress standards for one semester results in financial aid warning. Students on financial aid warning are eligible for Title IV Funds. Students will be removed from warning status after completing the following semester in good academic standing.

## Financial Aid Suspension

Recipients of financial aid will be suspended from aid if they fail to meet the semester grade point average and/or to complete 67% of their enrollment. Failure to meet one of the academic progress standards for two consecutive semesters may result in financial aid suspension. Students on financial aid suspension are not eligible for Title IV Funds. A financial aid appeal process is available. See FA appeal process.

## Financial Aid Appeal Process

Students who failed to maintain satisfactory academic progress, are notified of a financial aid suspension may not be eligible for federal funds. The Financial Aid Manager or the FA Committee will review the appeal(s) within 14 days of submission. The results of the appeal will be sent to the student following consideration and decision. Information and forms are available at the Financial Aid Office or online through Netpartner..

*NOTE: Students are encouraged to seek other available resources including the Payment Plan/Options with Diné College pending final approval by the FA Appeal Committee.*

## Reinstatement of Financial Aid Eligibility

A student may regain eligibility in one of the following ways:

- Student passed 6 or more credit hours with a 2.0 GPA with their own resources with "C" or higher.
- Submit a Financial Aid Appeal Packet and receiving approval by the FA committee. Student will successfully complete the standards and expectations agreed upon.

## Financial Aid Probation

If student's FA Suspension appeal is approved, the student will be awarded but be on a Financial Aid Probation Status and must complete all credits with 2.0 grade point average or better. If student fails to meet condition of appeal, they will go back on a FA Suspension.

- Complete one semester using his or her own resources or utilize Dine College's Payment Plan with at least half-time enrollment (6 or more credit hours). Courses taken must be chosen in consultation with an Academic Advisor. A student must advance toward attaining a degree and adhere to the Degree Checklist.

*Once eligibility is restored, a student will be awarded for the following terms, subject to availability for funds..*

*NOTE: Student are not allowed to submit two consecutive FA Appeals.*

*Students on suspension are not eligible for Consortium Agreements with other institutions.*

# Financial Aid

## Return to Title IV (Refund & Repayment Policy)

If students receiving federal financial aid officially and/or unofficially withdraws from the College, he/she must repay the amount granted, using a formula supplied by the U.S. Department of Education. The last day of attendance is used to calculate the total amount to be repaid. A refund is the difference between the amounts paid toward institutional cost (including financial aid and/or cash paid) and the amount the school may retain under the appropriate refund policy. For more information on the Title IV Refund/Repayment policies see the Office of Financial Aid & Scholarship. R2T4 will be completed on your behalf and a letter will be mailed to you.

The order of refund of Title IV funds to the programs from which the student received aid during the payment period or period of enrollment is in the following, up to the net amount disbursed from each source:

1. Unsubsidized Federal Stafford loans\*
2. Subsidized Federal Stafford loans\*
3. Unsubsidized Direct Stafford loans (other than PLUS loans)
4. Subsidized Direct Stafford loans
5. Federal Perkins loans
6. Federal PLUS loans
7. Direct PLUS loans
8. Federal Pell Grants for which a return of funds is required
9. Academic Competitiveness Grant for which a return of funds is required
10. National Smart Grants for which a return of funds is required
11. Federal Supplemental Educational Opportunity Grant (FSEOG) for which a return of funds is required
12. Federal TEACH Grants for which a return is required.

*NOTE: \*Diné College does not participate in the Federal Student Loan Program.*

## Changes That May Impact Eligibility (Consolidated Appropriations Act of 2012: Effective July 1, 2012)

### Federal Pell Grant: Duration of Eligibility

Beginning award year 2012–2013, the duration of a student's eligibility to receive a Federal Pell Grant is reduced from 18 semesters or its equivalent to 12 semesters or its equivalent. The calculation of the duration of a student's eligibility will include all years of the student's receipt of Federal Pell Grant funding.

### Pell Grant Lifetime Limit

Beginning Fall 2012, students are now limited to receiving 12 semesters of Pell Grant eligibility during their lifetime. This change affects all students regardless of when or where they received their first Pell Grant. Students may view their percent-age of Pell Grant used by logging into [www.NSLDS.ed.gov](http://www.NSLDS.ed.gov). Your 'Lifetime Eligibility Used' percentage will be displayed in the 'Grants' section.

(Effective: Fall 2018)		
Classification	Credit Hours	GPA
Freshman	0-32	2.000
Sophomore	33-64	2.000
Junior	65-96	2.000
Senior	97-130	2.000

Completion Rate/Pace & Maximum Timeframe

### Maximum Timeframe/Pace

The US Department of Education places a credit hour limit on funding for all financial aid students. Funding is available until a student has reached 150% of the credit hours required to complete their program.

This includes all double majors, additional degrees, repeat credits, and transfer credits (example: AA in Bus Admin. = 69 credits × 150% = 103 credit hour maximum timeframe).

## Continued Funding Agreement

The Continued funding agreement is used to assist students who have met their 150% Maximum Time Frame (MTF) in a Certificate program, Associate degree and/or Bachelor degree to include not exceeding their 600% Life-time Eligibility Used (LEU). Student are advised to work directly with their academic advisor; who can assist in completing the application. Inquire with Office of Financial Aid and Scholarships.

## Consortium Agreement

The Consortium Agreement is to help further assist students who are attempting to take classes at other Institution of Higher Learning that are a part of their Diné College degree program. Your financial aid will be awarded by the institution from which you will receive your degree. The school from which you will graduate is the "home" institution that must process a consortium agreement with the other school, also called the "host" institution.

*NOTE: Students on warning/suspension are not eligible for Consortium Agreements with other institutions.*

## Paying Prior-Year Charges

In general, FSA funds may only be used to pay for the student's costs for the period for which the funds are provided. However, a school may use current-year funds to satisfy prior award year charges for tuition and fees, room, or board (and with permission, educationally related charges) for a total of not more than \$200. A school may not pay prior year charges in excess of \$200. Students should work directly with the Business Office to ensure charges are handled properly..

## Federal/New Mexico State Work Study Program (FWS)

FWS is a federally-funded program and a part of the Title IV student aid funds. NMWS is a State funded work study program only for eligible New Mexico Residents. It provides jobs for students with financial need, allowing them to earn money to help pay for their education expenses. Both programs require students are enrolled in at least six credit hours, be an U.S Citizen, maintain satisfactory academic progress, demonstrate an unmet financial need and must have filed and completed the Free Application for Federal Student Aid (FAFSA).

Students interested in FWS must submit an application prior to the deadline with FA. All applications will be reviewed to ensure they are eligible for FWS. Once approved, students will submit a new hire packet to Human Resources obtained by the Federal Work-Study Coordinator, and will be placed in a job site. Depending on a student's Unmet need will determine the length of their employment over the semester.

*NOTE: Office of Financial Aid and Scholarships reserve the right to adjust the Federal Work-Study Contract and agreement at any time.*

## Student Consumer Information

Diné College provides current information through an annual publications on students' rights and responsibilities concerning financial aid. For more information contact the Office of Financial Aid and Scholarship.

## Payment Plan

Other resources available to help pay for educational related expenses include Work Study. Diné College also offers an affordable monthly payment plan if a student is not eligible for financial aid. See the Finance Office for more information.

## Certificate Program Title IV Eligibility

The following certificate programs are approved by the Department of Education for Title IV Financial Aid assistance for eligible students:



- Irrigation Technician
- Natural Resources Certificate
- Navajo Cultural Arts
- Computer Technology Certificate
- Geographical Information Systems (GIS)
- Small Business Management/Entrepreneurship
- Office Technology

Any future certificate programs that qualify for Title IV eligibility can be obtained by the Financial Aid department.

### Office of Financial Aid & Scholarships Location/Contact

The Office of Financial Aid is located in the SUB-Tsaile Campus and Shiprock North Campus.

For more information, call: (928) 724-6731

### Grants and Scholarships

Students applying for these scholarships must complete a FAFSA. These scholarships are established by public sources and private donors. Support is based on the availability of funds. Visit the [www.dinecollege.edu](http://www.dinecollege.edu) Office of Financial Aid and Scholarship for links. A FAFSA is required for all students receiving financial aid and is required for disbursement of funds, and reconciliation.

### Student Services at Diné College

The purpose of Student Services at Diné College is to support the instructional programs, respond to student needs, and foster students' academic, personal, and social development.

In efforts to promote students' leadership skills and quality student life, Student Services offers a variety of services including Financial Aid and Scholarship, Academic Advising (Refer to Pg. 16), Transfer and Career Services, Counseling, Disability Support Services, Retention, GED/Adult Education, Student Orientation, Tutoring (Refer to Learning Center, Pg. 31), Residential Life, and more.

### Adult Education Program

Diné College offers basic educational opportunities for students who need to work on their reading, science, social studies, writing, and mathematical skills. This Program also helps to prepare students for High School Equivalency Tests. For more information on this Program, call the Adult Education Program in Shiprock at (505) 368-3563 and Crownpoint at (505) 786-7391 ext. 7201.

### Associated Students of Diné College (ASDC)

The Associated Students of Diné College (ASDC) serves as a communication link between students and the administration. All currently enrolled students are members of ASDC. The motto of ASDC is "Students Helping Students." Members can take advantage of many student government opportunities in terms of leadership development, college and community life, student development, and group interactions in both intellectual and social settings. For more information call (928) 724-6726 or (928) 724-6611.

### Athletics

Since 1968, Diné College has supported athletic teams and developed an overall intercollegiate athletic program that ranks among the very best in Division I nationwide. Diné College Warriors have won many conference, regional and national championships in a variety of sports. Winning teams have become a tradition at Diné College in both men's and women's sports.

Community support for intercollegiate athletics at Diné College has been outstanding. The caliber of coaching, the quality of uniforms and equipment, and the opportunity to play against worthy competitors are superior. Diné College Athletic Programs aspire to the highest level of intercollegiate competition, sportsmanship and academic excellence, visit website at: [https://www.dinecollege.edu/about\\_dc/athletics/](https://www.dinecollege.edu/about_dc/athletics/)

### Financial Support for Student Athletes

Athletic grants-in-aid and special inducements or privileges for athletes do exist at Diné College in accordance with the rules governing community college athletics. For more information on financial aid for athletes see financial aid.

### Intercollegiate Athletics for Men and Women

Archery, Rodeo and Cross Country teams participate and excel in the United States Collegiate Archery Association, United States Collegiate Athletic Association and National Intercollegiate Rodeo Association.

### Eligibility for Intercollegiate Sports

An eligibility form must be filed with the Office of Records and Admissions prior to participation in intercollegiate sports. Student athletes are not permitted to participate in athletic competition without appropriate documentation.

Student-athletes must be a full time student in good academic standing. Part-time students and those on probation/ suspension are not eligible. Student-athletes must meet Diné College eligibility requirements first; all association eligibility requirements are secondary. There is a sport per student-athlete per academic year limit.

For a student to be eligible for any intercollegiate competition, the student must meet the following criteria:



# Student Services and College Resources

- Graduate of an accredited high school with a diploma or earned a high school equivalency credential.
- Enrolled in a recognized academic program and making progress toward a two or four year degree at the attending college
- 1st term student-athletes – Enrolled in 12 credit hours minimum = fulltime status
- 2nd term student-athlete – Enrolled in 12 credit hours minimum and passed 12 credit hrs. with 2.0 GPA from the previous semester and an accumulative GPA of 2.0 or better.
- 3rd term Student-athlete – Enrolled in 12 credit hours, and passed 12 credit hrs. with 2.0 GPA in the previous semester and earned 24 credit hrs. total minimum, with a 2.0 accumulative GPA.
- 4th term Student-athlete – Enrolled in 12 credit hours, and passed 12 credit hrs. with 2.0 GPA in the previous semester and earned 36 credit hrs. total minimum, with a 2.0 accumulative GPA.
- 5th term Student-athlete – Enrolled in 12 credit hours, and passed 12 credit hrs. with 2.0 GPA in the previous semester and earned 48 credit hrs. total minimum, with a 2.0 accumulative GPA.
- 6th term Student-athlete – Enrolled in 12 credit hours, and passed 12 credit hrs. with 2.0 GPA in the previous semester and earned 60 credit hrs. total minimum, with a 2.0 accumulative GPA.
- Summer and inter-term credit hours can be used to satisfy the 12/24 credit hour rule and GPA requirement
- Summer credit hours should be attached to the preceding Spring Semester for eligibility purposes.

## Student Athletes Class Attendance

Student Athletes are responsible for adhering to the attendance requirements as described in the course syllabi. As a reminder for student athletes, academics come first and athletics second. Services are available to help student athletes accomplish and reach their goals.

## Student Athletes on Satisfactory Academic Progress (SAP)

Student athletes must demonstrate satisfactory progress with a 2.00 GPA or higher to continue athletic participation and must maintain enrollment of 12 credit hours. Student athletes who drop below 12 hours and/or whose GPA falls below 2.00 are immediately ineligible for athletic participation.

## Satisfactory Completion

To be eligible for the next semester, a student athlete must have passed 12 or more credit hours and maintain a 2.00 GPA or higher.

## Falsification of Records

Student Athletes who falsify their academic records shall become immediately ineligible from further participation and competition.

## Intermural Sports for Men and Women

Volleyball, Basketball, Soccer and Softball compete locally with colleges in the area. Basketball also competes annually at the American Indian Higher Education Consortium (AIHEC) National Championship. Eligibility requirements follow the same collegiate school requirements.

## Cafeteria

Located in the middle of the Tsaille Campus is a full-service cafeteria managed by Aramark. The cafeteria provides breakfast, lunch, and dinner with a self-serve salad and beverage bar for a fee. Menus are available and posted around campus. Everyone is welcome.

## Campus Security

The Tsaille Campus Security Department operates 24/7, year-round. Security Officers serve and protect people and property on campus. All sites are covered by the Navajo Nation Department of Law Enforcement.

Security Contact information:

Tsaille Campus	Shiprock Branch	Tuba City
(928) 724-6802	North Campus (505) 368-3521	(928) 282-7514
	South Campus (505) 368-3615	

## Parking Permits

All students (residential and commuters), faculty, and staff are required to have parking permits for their vehicles. Parking permits may be purchased at the respective security offices. Parking Permits cost are:

- Faculty and Staff: \$10 Annually
- Students: \$5 per Semester

Contact information:

Student Success Center Tsaille Campus	Student Success Center Shiprock Branch
(928) 724-6855	(505) 368-3621

## Computer Services

The Information Technology Department (ITD) provides an array of computer-related services. Computer labs are located across the main campus and at the various regional sites for student use. Wireless access is available at all regional sites. Students who have their own computers must have current anti-virus protection installed in order to gain access to the Internet with the College.

Students who do not have current anti-virus software must contact ITD for more information. Laptops have to be registered with the IT department for access to the internet and Warrior Web.

## Warrior Web

Warrior Web is the official portal to the Diné College community. Warrior Web provides students, staff, and faculty with exclusive 24-hour access to internal college information and resources. Those with a Warrior ID and password will be able to access online courses and important announcements, news, and events.

Warrior ID is used for:

- Diné College computers.
- Student information on Diné College's portal, Warrior Web (grades, schedule, Financial Aid, and Student Billing).
- Diné College e-mail account.
- Networked Student Folder (S drive).
- Online classes through Learning Management System (LMS), such as eRacer or Blackboard.
- Diné College wireless access points.
- Purchase of textbooks via the virtual bookstore.

## Counseling Services

The Counseling Services provides academic, career, and personal counseling designed to:

- Help students identify and attain their educational and career goals
- Promote personal growth and development of students

## Student Services and College Resources

- Guide and assist students in becoming active, responsible, and self-disciplined individuals
- Encourage and assist students with explorations of personal and professional choices.

We offer individual counseling on a short-term basis to focus on personal issues that may prevent a student from achieving academic success. Counselors can also help students make contact with appropriate community resources.

### Counseling Services

- Tsaille (928) 724-6854
- Shiprock (505) 368-3628
- Chinle, Tuba City, & Window Rock Students contact Tsaille Campus
- Crownpoint Students contact Shiprock Campus

One of the services provided by the counselor is outside referral to local mental health providers in the community. The counselor is able to provide students with short-term services on campus, but there are times when longer or more specialized care is more appropriate. In these cases, we try to help DC students find providers in the community who can offer them these types of care.

### Disability Support Services (DSS)

Diné College is committed to providing college-wide academic and support services for students with a documented disability. Students who have a learning disability, sensory condition, psychological disorder, or a physical condition are encouraged to meet with the Disability Coordinator to discuss reasonable accommodations.

The following services are available: classroom accommodations, testing accommodations, referral for academic support services, academic advising, and supportive counseling.

Eligibility for support services is dependent upon documentation by a licensed or medical professional. Documentation must be within three years of an individual's disability. Students must apply for disability support services each Fall/Spring semester.

### DSS campuses/centers:

- Tsaille (928) 724-6856
- Shiprock (505) 368-3627
- Chinle, Tuba City, & Window Rock Students contact Tsaille Campus.
- Crownpoint Students contact Shiprock Campus.

### Diné Environmental Institute (DEI)

DEI, through Federal Grants, has been utilizing and strengthening Diné College's Science, Technology, Engineering and Math (STEM) programs to support Diné College students through greater attention to cultural relevance, scaffold learning and research-based classroom and laboratory instructional delivery. Key to these goals is the understanding of the Diné process and method of research and analysis using core ancient Diné principles and values which guide environmental research and education.

The Diné concept of and relationship to the environment and the natural elements of life are strongly linked to the use of core ancient Diné principles and values which guided environmental research, curriculum and Math/Science (STEM) approaches. Educational sessions obtained from these research activities are taken into the Collegiate classrooms, K-12 schools, community and other professional entities.

Diné Environmental Institute at the Shiprock, New Mexico campus of Diné College holds considerable promise for Diné Interns advancing real-life practical applications drawn from the philosophical strengths of Navajo culture to the understanding of issues and to the genera-

tion of solutions to the major contemporary issues of society – both Navajo and national. The Goals of the DEI Internship Program are:

1. To encourage students to develop a strong interest in science, math and/or engineering and to complete an Associate of Science degree and/or Bachelor degrees.
2. To prepare students to transfer to a four-year college or university and complete Graduate degree programs in STEM.
3. To provide real-life research experiences for students at national laboratories, partnering federal agencies/universities and local communities and to expose students to activities commonly encountered in scientific careers.
4. To encourage Native American students to return to their communities as scientists and engineers.

### Diné Policy Institute (DPI)

The Diné Policy Institute (DPI) was established in 2005 as a partnership between the Navajo Nation Council and the Board of Regents of Diné College. DPI is an academic research entity of Diné College, implementing dynamic policy analysis based on Diné teaching and paradigms. DPI researches key issues facing the Navajo Nation using the framework of Diné philosophy to inform its methods of data collection, analysis, and recommendations and serves as a resource to provide quality research and education to the Diné people.

DPI also advises Navajo Nation law and policymakers by developing innovative policies and solutions for the Navajo Nation and the Diné people. Through its unique approach to research, the Diné Policy Institute identifies, articulates, analyzes, and applies Diné paradigms to issues facing the Navajo Nation. DPI employs qualitative, quantitative and community-based research methodologies. DPI consults with an Advisory Circle, composed of traditional knowledge holders and Navajo scholars, to provide valuable insights and wisdom related to the Institute's research areas.

Both undergraduate and graduate research internships are available at the Diné Policy Institute on projects pertinent to the Diné people and the Navajo Nation. Interns will support DPI research projects in various ways under the mentorship of DPI researchers, and will address contemporary Navajo issues, such as Food Sovereignty, Public Health, Sustainable Community Development, Education, Social Service, Cultural Rights, and Government Development.

The Diné Policy Institute is housed at the Tsaille Campus of Diné College, Ned Hatathli Center (NHC) 632, <http://www.dinecollege.edu/institutes.php>.

### High School Equivalency (HSE) Tests and Credentials

Individuals who are 16 years or older and have not received their high school diplomas are eligible to have the HSE Tests administered to them. The State of Arizona administers the GED® Test and New Mexico administers the GED® and HiSET® tests. The HSE credentials are issued by the Arizona Department of Education or New Mexico Public Education Department, respectively. Prior to testing, individuals are strongly encouraged to enroll into a local Adult Education Program to prepare. For more information on the HSE tests, call Student Services in Shiprock at (505) 368-3629.

### Land Grant Office (LGO)

Through an act of Congress, all tribally controlled colleges were granted Land Grant institution status in 1994, which means that they are eligible to receive federal funds with certain restrictions. To uphold the Land Grant mission, the Diné College Board of Regents established the Institute for Integrated Rural Development in 1996 and subsequently changed the name to the Land Grant Office.

The Land Grant mission is to serve consumers through higher education programs, community outreach, and research. In doing so, the Land Grant Office has developed informal education which is disseminated as community outreach activities and projects, research,

# Student Services and College Resources

and extension in the areas of Natural Resource Management and Agriculture. Projects include large animal herd health workshops and presentations, developing farms at Tsaille and Shiprock campus, drip irrigation and hoop house construction workshops, Environmental Youth Camps, Sheep is Life Celebration, and 4-H clubs and recruitment. For more information, call (928) 724-6940.

## Land Grant Office Internship

This is available to students in any major. Students must maintain a GPA of 2.5. Student projects include the demonstration farms at Tsaille or Shiprock and assisting with community events involving agriculture, nutrition, or 4-H programs. This internship is designed for students considering a career as an extension agent or working with the USDA.

## Learning Centers

The Learning Centers are located at the Tsaille, Shiprock, Tuba City, and Window Rock sites. Tsaille Learning Center is located at the Student Union Building. The Shiprock Learning Center is located inside the Student Success Center at south campus.

The Centers provide academic support to students including:

- Placement Testing for incoming students
- Proctoring Tests for institutions, online courses
- Free one-on-one tutoring by peers
- Computer labs: Microsoft and Macintosh based operating systems
- Academic improvement workshops
- Internet access, telephone, emailing, proctoring, printing, copying, faxing, and scanning
- Academic Advising

## Learning Centers

Tsaille	(928) 724-6725/6726
Shiprock	(505) 368-3621
Tuba City	(928) 283-7506
Window Rock	(928) 871-2230

## Library Services

The Diné College library system is located on the Tsaille, Shiprock (south campus), and Crownpoint sites. Library access and services are provided to students, faculty, staff, and the local community. In addition to books, the library's homepage gives access to electronic databases and other resources.

At the Tsaille campus, the Kinyaa'aanii Library houses the R.C. Gorman Collection, a large movie and documentary selection, an extensive juvenile literature section, and a large selection of Navajo and Native American books in the Moses-Donner Indian Collection. At the Shiprock campus, the Senator John Pinto Library houses the David Brugge Collection of books, journals, and archaeological studies. The library at the Crownpoint site houses the Mary Shepardson Collection, a must-see for Navajo researchers.

## Library Card

Student ID Cards can be activated as library cards. A student at the Tsaille, Shiprock campuses or the Crownpoint Center can take his/her Student ID to the library for activation. Students at other Centers can speak to the Center Director to have a library card sent from Tsaille Campus to their location. Library Cards are needed to access the system, check out materials, and use the computers.

For more information, call:

## Library Services

Tsaille	(928) 724-6757
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## Library Services

Shiprock	(505) 368-3646
Crownpoint	(505) 786-7205

## Ned Hatathli Museum

The museum is located on the fourth floor of the Ned Hatathli Center at the Tsaille Campus. It features a variety of audiovisual exhibitions, traveling exhibits, workshops, and lectures. The museum holds unique archeological and ethnographic items. For information, call (928) 724-6982.

## Navajo Language Proficiency Test

The Navajo Nation Department of Diné Education authorizes the Center for Diné Studies to administer the proficiency test for oral and written Navajo language. The test fee is \$65.00. For more information or to schedule the test, contact the Tsaille Campus Center for Diné Studies at (928) 724-6663 or (928) 724-6658.

## Residence Life Program (General Catalog AY 1920, Pg. 34-35)

The Residence Life Program is committed to providing a safe and healthy living environment that is supportive of a student's academic pursuits while contributing to personal growth. Living on campus provides many advantages including accessibility to campus resources, the opportunity to develop strong social connections, and being part of a community.

Residence Halls are available for students at the Tsaille Campus only. Students with a GPA of 2.0 from the prior semester, transfer, and new incoming students are given priority. Students must provide their own linens and are responsible for the cleanliness of their assigned room and common areas of assigned halls. Housing policies and regulations can be obtained from the Residence Life Office or on the Diné College website under Residence Life.

For more information regarding student housing or student apartments, call (928) 724-6782.

## Residence Halls

There are eight Hogan-shaped buildings to accommodate single adult students without dependents. Each building consists of the following and is set for double occupancy.

Student Halls: Each room consists of two twin beds, two dressers, two desks, and two closets.

- Shared bathroom with shower between every two rooms
- There are four ADA compliant rooms located in Aspen and Willow Halls
- Laundry rooms are equipped with two coin-operated washers/dryers and sink for student usage only
- Each building has a fully equipped kitchen that includes a refrigerator, stove, and microwave.

Family Dorms: (not an apartment), two beds, one open room, shared bathroom and kitchen, meal plan is required to be purchased.

- Each room consists of two twin beds, two dressers, two desk, and two closets.
- Shared bathroom with shower between every two rooms. Oak Hall (freshmen males) has two common shower rooms.
- There are four ADA compliant rooms located in Aspen and Willow Halls.
- Laundry rooms are equipped with two coin-operated washers/dryers and sink for student usage only.
- Each building has a fully equipped kitchen that includes a refrigerator, stove, and microwave.



# Student Services and College Resources

## Student Family Housing for Married/Single Parents

Apartments are available to students with families at the Tsaille Campus. The Student Family Housing has 30 units with a combination of 2 and 3 bedrooms. Each housing unit has a living room, dining area, bathroom and kitchen. The kitchen is fully equipped with a refrigerator, stove and microwave. All of these units are furnished with a queen sized bed and dresser in the master bedroom, a bunk bed and one dresser in each room. Other furnishings include a desk, chairs, kitchen table, and living room furnishings (sofas, end table & coffee table). Of the 30-units, three of these units are in compliance with the Americans with Disabilities Act (ADA) to ensure accommodations for individuals with disabilities.

Married students/single parents applying for family housing must complete a criminal background check, including their spouse's, and any enrolled high school age child(ren) over 18 years still residing with the parents.

Parents must provide enrollment verification from the child's school. Only dependent children still in KG-12 school will be eligible to live in family units with their parents/ guardian. No extended family members are allowed to reside in the housing units.

## Application Procedures and Eligibility Requirements

Housing registration coincides with semester registration schedule, where students must be registered Full Time to apply for Residence Halls or Student Family Housing. Students must be 18 years of age or older to apply for housing.

- Completed and signed Residence Life Application.
- Married students applying for family housing must provide a marriage certificate/license, a certified court order of a traditional wedding or common law marriage or birth certificate listing both parents.
- Background check clearance - All students 18 years of age and older will be required to pass a criminal background check prior to moving into Residence Life housing facilities (clearance must contain a 5yr history).
- Class Schedule (must be full-time/12 credit hours).
- Verification of funding sources.
- Security Deposit Receipt.

## Deposit

Residence Life requires a deposit for Student Housing. All deposits are due upon move in. Student Family Housing Units - A required deposit of \$250.00.

Residence Life Halls - A required deposit of \$150.00

It is the responsibility of the student to complete a housing application and attach all required paperwork. The Residence Life Office will accept only completed applications. Applications or Handbook can be downloaded on the Residence Life webpage.

## Deposit Refund

A Security Deposit can be refunded in its entirety, if a student checks out in accordance with the check-out requirements, and leaves a clean, damage-free room/family housing unit. However, if a student owes a balance to the College, the deposit will be applied to the balance owed to the College. A refund check will not be issued on the day of check out. Refunds will be made 30(thirty) days from the date the check-out form is completed and signed by the Student.

## Guest Housing

Residence Life has four guest rooms during the fall/ spring semesters for overnight guests, students, staff and faculty, depending on availability. Priority is for current registered students. Reservations must be made 24 hours in advance with the Residence Life Office

All students in the dorms are required to have a background check,

as such; all students who are consistently renting rooms must provide a background check and have it on file prior to renting a room.

- \$25 for single occupancy per night
- \$35 for double occupancy per night
- \$10 per night for current registered students

Guests must verify availability with the Residence Life Office before paying the fee at the Business Office.

Guests must bring the receipt to the Residence Life Office before a room will be assigned and guests receive a key. Guests are required to fill out a Guest Registration Form and must abide by the Residence Life Policies and Rules.

## College Success Department

The purpose of the College Success Department, located at the Tsaille and Shiprock South Campus, is to identify, recruit, retain, and empower students. The College Success Department works with students who are struggling to stay in school. Students struggle for a variety of reasons including academic difficulties, work-related issues, and life pressures. The following services are provided to assist students:

- Assistance in accessing student support programs and services such as financial aid, career services, counseling services, academic support, special needs, etc.
- Support and encouragement to stay in school.
- Linking students to community resources such as daycare, financial assistance programs, etc.

## Student Activities

Student Activities promotes programs creating social engagement, leadership and student development opportunities. The Student Activities mission is to promote diverse and creative programming that will enhance the out of classroom college experience.

Activities include Talent Shows, guest speakers, live performances, music and dance events, movies, food events, magic shows, and Traditional Navajo Shoe games. Health and Wellness events include Health Fairs, Workshops, Fun Runs and much more. The Student Activities office is located inside the Student Union Building.

For more information call Tsaille Student Activities at (928) 724-6743 or 6744 or Shiprock Student Activities at (505) 368-3533

## Student Clubs and Organizations

To make the most of your time at Diné College, you want to get involved, whether that means planning a Powwow or help to organize a charity event to raise funds. Whatever you do, you want to make a difference, and you can start by getting involved in one of the clubs and organizations available to Diné College students.

When you join a club, you meet other students with the same interests, develop leadership skills, embark on an adventure, and have fun. All Clubs are sanctioned by the Associated Students of Diné College. For more information on Tsaille Student Activities, call (928) 724-6743 or 6744 or Shiprock Student Activities at (505) 368-3533.

## Transfer & Career Services

Students who are interested in pursuing a bachelor's degree or a graduate degree program from another institution should contact Academic Advising. Advisors are available to assist you with researching degree requirements for bachelor degree programs, or admission into a graduate study degree program and their admission requirements. Career services assist students with exploring setting goals to each student's unique educational and academic needs. Some resources and support services are offered through transfer services are:

- One-on-one advisement focused on transfer options
- Informational brochures on 4-year institutions



- Assistance with the admissions process for a Bachelor or Graduate degree program
- Career Assessments
- Occupational Information
- Goal Setting
- Degree Planning
- Employment Resources

<b>Tsaile Campus</b> *Serves Tsaile, Chinle, Window Rock & Tuba City	<b>Shiprock Branch</b> *Serves Shiprock & Crownpoint
(928) 724-6855	(505) 368-3515

### Veteran Service

Veteran services are an integral component of Student Affairs at Diné College. The college is committed to serving the educational needs of veterans. A designated Veteran Affairs (VA) School Certifying Official (SCO) and/or a representative is available at each of the following campuses to provide veterans service: Tsaile, AZ and Tuba City AZ, Shiprock, NM, and Crownpoint NM.

A SCO and representative provides and assists returning military members to enroll at the college and to expedite the processing of student Veterans Education Benefits while attending college. There are numerous educational benefits available to veterans based on student military services at the time of discharge from service.

Diné College curricula and courses are approved programs by Arizona and New Mexico State Veterans' Approving Agency for training of veterans and eligible dependents. Veterans who meet the eligibility requirement to receive education entitlement is required by law to comply with all (VA) regulations under which the veteran is grant benefits.

While payment to the institution is pending from Veterans Administration Diné College will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding; and/or
- Deny the student access to any resources (classes, library, or other facilities) available to other students who have satisfied their tuition and fees/bills to the college.

Veteran Services	
Chinle and Window Rock Students contact Student Success Center at Tsaile Campus	Student Success Center (928) 724-6727
Tuba City Campus	Advising Center (928) 283-5113
Shiprock Campus	Office of Financial Aid & Scholarships (505) 368-3515
Crownpoint Campus	Student Success Center (505) 368-3627

*Students are encouraged to familiarize themselves with the academic policies which are put in place to help students to be successful.*

### Academic Appeals

Students placed on academic probation or suspension may appeal to the Academic Standards Committee by filing an appeal form with the Office of the Registrar. The student has the right to appeal any action affecting their academic status by obtaining the appropriate form from the Office of the Registrar: Appeal of Suspension, Appeal of Probation, Grade Appeal, or General Appeal.

### Academic Integrity

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work; cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or suspension; expulsion; and recording the decision in the student's academic record.

### Academic Probation

Students who do not maintain a semester GPA of 2.00 are subject to academic probation for the next semester. Academic probation is not recorded on the transcript. The criteria for full- or part-time students are:

- Full-time students, upon completion of 12 or more semester credit hours, are placed on academic probation if they have a GPA less than 2.00 (higher levels specific to each Bachelor's program); if the number of semester credit hours drops below 12 as a result of an "In Progress" (IP) grade (see below), students are still considered to be making satisfactory progress.
- Part-time students, upon completion of 16 or more cumulative semester credit hours, are placed on academic probation when a total of 11 or fewer credit hours of work have been attempted in a semester and the cumulative GPA is less than a 2.00.
- Students on academic probation may take no more than 14 credit hours per semester unless approved by an advisor.

### Academic Recognition

Academic recognition can be achieved as follows:

- President's Honor List: Students must achieve a semester GPA of 4.00, complete a minimum of 12 credit hours, and receive no grades of "I" or "IP", "Honors" will be noted on transcript.
- Provost's Honor List: Students must achieve a semester GPA of 3.50–3.99, complete a minimum of 12 credit hours, and receive no grades of "I" or "IP", "Honors" will be noted on the transcript.

### Academic Standing

Students must maintain a 2.00 cumulative grade point average (CGPA) throughout their program of study (or higher levels in the Bachelor's degree programs; consult the program handbooks for details). When students receive final grades of A, B, C, D, or F, they are considered credit hours attempted and earned. W, I, or IP grades earn no credit and are not considered hours completed. Transfer credit hours accepted by Diné College are not calculated in cumulative grade point averages for determining satisfactory progress.

# Academic Policies

## Academic Status Change

When change of an "Incomplete" (I) or "In Progress" (IP) grade alters a student's academic status, the student is notified of the change in writing by the Office of the Registrar. When the changes are formally adjusted, students are placed on good standing, academic probation or suspension and the restriction is effective immediately.

## Academic Suspension

Students who do not satisfactorily meet the required minimum standards during the probationary semester will be placed on academic suspension. Academic suspension means the student will not be permitted to enroll in any classes at Diné College for the semester of the suspension. Upon returning, the student will be placed on academic probation until minimum standards for satisfactory progress are met.

Academic suspension is not recorded on a student's transcript. Students who are placed on academic probation or academic suspension are subject to additional regulations regarding Satisfactory Academic Progress (SAP). A student may appeal academic suspension by obtaining appeal information from the Office of the Registrar. Program-specific policies regarding academic suspension apply to each of the Bachelor's degree programs. Consult the program handbooks for details.

For more information, contact Office of the Registrar at (928) 724-6630/6631/6632.

## Contact Us

Diné College—Office of the Registrar  
P.O.Box C-04  
Tsaile, Arizona, 86556  
registrar@dinecollege.edu  
(928) 724-6630

## Access to and Confidentiality of Records

Social Security or Student Identification Numbers are used for students' identification and records only. The Family Education Rights and Privacy Act of 1974 (FERPA) protects the privacy of such information. The College provides access to specified official records related to the student and an opportunity to change such records if they are inaccurate while providing for the challenge of actual grades received. To ensure that their rights are upheld, students are required to file requests for non-disclosure on an annual basis if withholding of directory information is desired. Such requests will be honored for one academic year.

Only the Office of the Registrar and other authorized personnel have access to student files. An authorized personnel is a person employed by the College in an administrative, supervisory, faculty, academic research, or support staff position (including law enforcement unit personnel), or other authorized personnel offices; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee or assisting another school official in performing his or her tasks.

## Administrative Withdrawal

The College reserves the right to withdraw a student from classes for any reason when College officials consider this action to be in the best interest of the College or of the students.

## Auditing Courses

With the exception of laboratory courses, if space is available and permission is secured from the faculty, a student may audit a course. Full tuition is assessed for audits and confers no credit, grades, or quality points and does not apply toward graduation. A student must declare audit status at the time of registration. Changes from credit to audit or audit to credit are not permitted after the last day to add a class (See Academic Calendar). Audited courses will be noted on the student's permanent record as "AU" grade.

## Change of Grade

The Instructor and Dean of School must approve a grade change. Students wanting to appeal a grade must complete an Academic Grade Appeal form and follow the appeal process. Once course is completed per official last day of class, student(s) cannot submit or resubmit coursework for a higher grade. Circumstances necessitating a change of grade may include a clerical error made by the instructor or data entry personnel in preparing the grade report or the change of an "Incomplete" grade. With the exception of the "I" and the "IP" grade which must be changed by the end of the following semester, a grade may be changed within an academic year from the time it was given. Changes of grades for summer courses must be completed by the end of the following summer session.

## Class Attendance and Punctuality

Students are expected to attend all classes and required labs. Instructors will keep attendance records. An absence does not excuse a student from classwork or assignments that are missed. Repeated absences and tardiness that affect student performance will be reflected in the final grade. You are expected to be prompt in attending each of your classes. Excessive tardiness might result in the faculty taking appropriate actions.

## Course Change or Cancellation

Diné College reserves the right to cancel any scheduled course or to change the day, time, location, and/or faculty of any course without notice. Students will not be penalized for cancelled courses. Tuition is fully refundable. Technology, and other applicable activity fees are non-refundable.

## Course Census

Fall, Spring, Summer Semester	
Regardless if there is a holiday within the census period.	
Week(s) of Instruction	Course Census will be at the conclusion of the indicated weekday.
1 or less	1 (1st Monday of the Semester)
2	2
3	3
4	4
5	5 (1st Friday)
6	6
7	7
8	8
9	9
10	10 (2nd Friday)
11	11
12	12
13	13
14	14
15	15 (3rd Friday)
16 or more	

The \*census period will fall within the first 15 days of the semester depending on the length of the course in weeks regardless if there is a holiday observance. Only the weekdays (Monday through Friday) will be used for census dates as well as the holiday observances falling on a weekday are also used for census dates. If a course does not start on the first Monday of the semester, then the course census date will be set according to the start date and the length of the course.

# Academic Policies

## Course Overload

A full course load normally consists of twelve (12) to sixteen (16) credit hours each semester. Depending upon the student's major and degree of academic preparation, a student may take more than 16 credit hours. The student must have a 3.00 cumulative GPA or higher, and obtain approval from an assigned advisor and the Dean of School, to take more than 16 credit hours for Fall and Spring. Under no circumstances may a student enroll for more than 21 credit hours in one semester. During the summer, students may take a maximum of 6-8 hours per session and no more than 12-14 total over the summer. Credits earned through Credit by Examination are not counted in this policy.

## Course Substitution

The Course Substitution Request Form is available at all sites and must be submitted to the Office of the Registrar. Students must consult with their assigned advisor prior to graduation. Request for course substitution must be approved by the appropriate Dean of School.

## Credit-by-Examination

Students who are currently enrolled in Diné College may apply for credit-by-examination in certain courses by contacting the Dean of School. The Registrar must also grant permission. Students may not petition to challenge a course a second time, nor may they take an exam for a course in which they have previously enrolled. Each academic division may have additional qualifications. Students must register for examinations by the end of the fourth week of classes. Students at the Regional Sites may need to take the exam at the Tsaile Campus. Students must pay for the cost of the examination and the tuition fees, which are non-refundable. The exam and other division requirements must be passed with a grade of A, B, or C for credit to be given. A notation of "Credit by Examination" (CR) is placed on the transcript. The grade is included in the total earned credit hours but is not computed in the total grade point average. Students should note that Diné College's credit by examination may not transfer to other colleges and universities.

## Definition of a Semester Hour

All academic credits earned are expressed in terms of semester hours. A completed semester hour represents a minimum of eight hundred (800) minutes per credit per semester. The College operates on a 16-week on a semester system. Courses in the summer are offered as sessions varying from five (5) to ten (10) weeks length.

## Dropping and Adding Course(s)

Students who drop course(s) must complete a Drop/Add Form with proper signature(s) required and submit it to the Office of the Registrar by the Drop/Add Date Deadline (See "Academic Calendar"). Students who fail to fill out the appropriate form and/or stop attending classes will receive an "F" grade. A student who properly drops a course will receive a "W" grade on his/her record. "W" grades do not affect the student's GPA.

- The student may drop courses by completing a Drop/Add form available from the Office of the Registrar or the respective site.
- The Drop/Add form must be signed by the instructor of the class and the student's advisor. Completed Drop/Add forms must be returned to the Office of Registrar or to the respective Sites for processing by the drop deadline date (See Academic Calendar).
- A course dropped in the first two weeks of the semester will not appear on a student's transcript.
- A grade of "W" will be recorded for all classes dropped beginning the third week of the semester.
- Residential students dropping below 12 credits at any time during a semester lose eligibility for campus housing. Any

appeals to this must be submitted to Residence Life.

- Students receiving financial aid must check with the Office of Financial Aid and Scholarships for continued financial aid eligibility.
- Any student who discontinues a course at any time without officially dropping the course is subject to a grade of "F".

## Enrollment Status

The number of credit hours carried per semester indicates a student's enrollment status.

**Full-time**—a student carries 12 or more credits per semester and must complete 24 credits in an academic year.

**Three-quarter time**—a student carries 9-11 credits per semester and must complete 18 credits in an academic year.

**Half-time**—a student carries 6-8 credits per semester and must complete 12 hours in an academic year.

**Part-time**—a student carries 5 or less credits per semester and must complete credits in an academic year.

Students who have earned fewer than 32 credit hours are classified as freshmen. Students with more than 32 hours are classified as sophomores.

## Faculty/Biological Child Instructional Policy

*Note: All faculty are strongly advised to counsel his/her first-degree family member to take a class with another faculty as an option to this policy in order to avoid the appearance of a conflict of interest.*

It is Diné College academic policy that a faculty may provide instructional family member with the understanding that faculty members are ethically required to treat all students equally when dispensing scheduled professional instructions. Faculty and student have a responsibility to disclose the scenario to the relevant School Dean and the Office of the Registrar. The faculty member will provide a course grade accordingly for inclusion as other scheduled instructional reporting. A School Dean monitoring arrangement may be implemented, if needed and requested by the faculty. Conversely, a first-degree family member instructional arrangement is a routine, normal student teaching, learning protocol, and applicable academic policy and procedures prevail.

## General Grade Appeal

Grades are determined solely by the individual faculty who taught the course for the session(s) or the semester(s). A student who wishes to contest a grade must first attempt to resolve the matter with the course faculty.

If the matter cannot be resolved with the instructor, the student may appeal to the appropriate Dean of School. The student must provide the evidence as to why the grade posted by the faculty is in error. If the matter is not resolved with the Dean of School, the student may appeal a final time to the Academic Standards Committee. The decision of the Academic Standards committee is final.

Grades may be appealed within one academic year. The Grade Appeal Form can be obtained by the Office of the Registrar and will guide students through each of the three steps.

## Grade Point Average (GPA) System

Grade Point Average (GPA) refers to the average grade at any particular time during, or at the end of, any particular semester. It is determined by the total number of Quality Points Earned (QPE) divided by total number of credits.

The Cumulative Grade Point Average (CGPA) is the average for all courses taken at the college. It is computed by taking the sum of all Quality Points Earned (QPE) while in attendance at Diné College divided by the sum of all eligible credit hours earned.



## Academic Policies

Grade	Total Quality Points
A	4
B	3
C	2
D	1
F	0

Example:

A in ENG 101 = 4 Quality Points x 3 credits = 12 QPE

B in MTH 106 = 3 Quality Points x 3 credits = 9 QPE

C in PSY 111 = 2 Quality Points x 3 credits = 6 QPE

(27 QPE / 9 credits = 3.00) Student GPA = 3.00

The following rules are considered in computing the CGPA:

- Courses that are repeated are counted only once for credit and the CGPA; however, all repeated courses appear on the student's transcript.
- The higher grade is used for computing the CGPA whenever a course is repeated.
- Certain courses can be repeated for credit and therefore are exempt from the two rules above (e.g., 099, 199, and 299 courses; students should consult with their advisor).
- When grades of "I" or "IP" have been changed to letter grades, they are computed in the CGPA.
- A "CR" grade is computed in the total credit hours earned, but is not included in the CGPA.
- Individual instructors or academic divisions have specific policies and requirements for the "IP" grade; students are advised to check each course syllabus carefully to be informed about the "IP" grade policy for courses.

- F, a failing grade, is shown on the transcript and computed in the CGPA unless the student retakes the course and passes at which time the passing grade is entered on the transcript and the quality points are computed in the CGPA and the semester GPA.



### Non-Grade Designations

#### Description

I	Incomplete Grade	This grade indicates incomplete coursework. The incomplete grade must be converted to a credit grade at the end of the following regular semester, including the summer session, or it automatically changes to an "F". If the change places the student on academic probation or suspension, this restriction is effective immediately.
IP	In-Progress Grade	This grade indicates that the student has met attendance requirements and has worked continuously toward meeting the objectives of the course. Re-enrollment in the course in the next semester is required. Therefore, IP may be given only once for the same course and only in the following pre-college courses: ENG 072, 075, 082, 085; and MTH 096 and 100. If the change places the student on academic probation or suspension, this restriction is effective immediately.
W	Withdrawal Grade	A student may withdraw from a course and receive a "W", or the faculty may also drop or withdraw a student for any legitimate reason. A student has the right to appeal an Instructor Drop/Withdrawal by submitting a petition in writing to the appropriate faculty. Refer to the Academic Calendar for Withdrawal Deadline.
AU	Audit Grade	An "AU" is awarded for class participation and does not indicate proficiency in the subject matter. Course credit is not included in the Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA)
CR	Credit Grade	A CR grade is awarded through a challenge examination. It is included in the total earned credit hours but is not computed in the GPA or CGPA.
R	Repeating a Course	Students may repeat courses previously taken. The transcript will show that the course was repeated, and the higher grade is used to compute a student's Cumulative Grade Point Average (CGPA). Repeating a course impacts Financial Aid; see the Financial Aid Student Handbook for more information.
TR	Transfer	A TR grade is awarded for transfer credits that have been evaluated and approved by the Office of the Registrar. It is included in the total earned credit hours, but is not computed in the GPA or CGPA.



# Academic Policies

## Graduation Requirements

To be eligible for graduation and participation in a commencement exercise, students must meet fulfill and meet the following:

- Fulfill all coursework and degree requirements listed on the Graduation Degree Checklist.
- Cumulative Grade Point Average of 'C' or better.
- File a completed Graduation Petition and Degree Checklist with the Office of the Registrar prior to the deadline.
- Pay the graduation petition fee of \$25.00 (non-refundable) to the Cashier's Office.
- Pay all outstanding accounts in full to the College.
- Return all checked-out materials to the library.
- Have all course substitutions approved by submitting a Course Substitution Form.

## Graduation Degree Checklist

A Degree Checklist needs to be completed with the assistance of an Academic Advisor and/or a Faculty Advisor. The Degree Checklist requires their signature for submission. Students use the Degree Checklist from the year that they begin attending classes at the College. If a student stops taking classes at the College for one academic year (Fall and Spring) or longer, he or she can use the checklist in the catalog year that they return.

A Degree Checklist should be reviewed each semester prior to registering in order to assist a student in selecting courses for registration. Each major or academic degree program includes:

1. General Education requirements
2. Program Requirements

\*Degree Checklists are available on Warrior Web (log-in required).

## Graduation Regalia

Appropriate college cap and gown are required for the commencement exercise. Traditional attire may be worn with the cap. The cap and gown signify the completion of a college degree program.

Student graduates are required to purchase a cap and gown from the following locations: For Tsaile and Shiprock, the cap and gown may be purchase at the local campus bookstore.

For Window Rock, Chinle, Tuba City, and Crownpoint, you may download the Diné College Cap and Gown Order Form from the Warrior Web, and submit the form with payment to the local center for processing.

## Graduation Exercise

A formal commencement exercise is held annually at the end of the spring semester. Participation in commencement exercises does not in any way infer the awarding or issuance of a degree. Degree conferral hinges solely on the student's satisfactory completion of all Graduation Requirements listed on page 40.

## Graduating Catalog Year

Students maintaining continuous enrollment at Diné College graduate according to the requirements of the catalog in effect at the time of initial enrollment. If continuous enrollment is not maintained for an academic year, the student must meet the requirements for graduation of the catalog in affect at the time they returned. Students registering or re-registering during a summer term may follow the current catalog year or the subsequent catalog year.

## Graduation Petition

Students must complete and submit a Graduation Petition to the Office of the Registrar prior to the graduation deadline. Deadlines are posted on the Academic Calendar. No Exception.

## Graduation with Honors

The appropriate honors are recorded on a student's transcript. The honors are based on scholastic achievement and are as follows:

GPA	Honor
3.50 to 3.69	Cum Laude
3.70 to 3.89	Magna Cum Laude
3.90 to 4.00	Summa Cum Laude

\*The Office of the Registrar will provide the Honor Cords at no cost to the student.

## Hold on Student Records

Students who fail to meet their obligations to the College, financial or otherwise, will have their academic records placed on hold until the obligation is resolved. No grade report or transcript will be issued to the student until obligations are satisfied in full.

## Instructor Drop

Students may be dropped from the course by the faculty. Instructor drop forms must be submitted to the Office of the Registrar for processing. Any student dropped by the faculty will be notified of the action by the Office of the Registrar. A student who wishes to be reinstated in a course from which they have been dropped must receive permission from the faculty and the Dean of School. If the drop is revoked, the student will be responsible for payment of tuition.

## Midterm and Final Grade Report

The midterm examinations occur during the 8th week of classes during the Fall and Spring semesters. Midterm grades are not entered on the permanent record. Final examinations are scheduled at the end of the semester and must be taken during scheduled times.

## Military Duty Activation: Reservists, Emergency Personnel and/or Emergency Procedures

**PURPOSE** - To assist veteran students enrolled at Diné College when called for military duty and/or emergency personnel who are called to assist.

**STUDENT ACTION** - Student will have to contact the SCO office at their respective campus. Notify Office of Financial Aid and Finance Office indicating activation for military duty or call to assist. The student will be required to provide a copy of the Military Duty Activation and/or Call to Assist Order and any documents to support he/she is released for military duty. If for any reason, the student cannot contact Diné College prior to departure, action will follow up to correct the situation after the student re-enrolls and this will involve administrative grade changes.

**Administrative Withdrawal** - Student tuition and fees will be refunded at 100%, the Military Activation Letter will initiate the refund request and no farther information will be required from the student. The Registrar shall assign a W grade for each course that the student is withdrawn from administratively.

**Administrative Incomplete** - Incomplete grades can be assigned by the Registrar administratively. When incomplete grades are assigned; appropriate documentation will be place in the student's educational record. The veteran's catalog year and program requirements will be maintained for one year. Upon re-enrollment, student may appeal the catalog year determination. The former instructor will be notified of the student's status.

**Reinstatement** - The college will work with the student when his/her absences from classes are less than the full semester in which the student was enrolled. Reinstatement may included re-enrollment in the same courses or request to transfer of credit for tuition & fees and take the same courses in a different session.

**Completing Course Requirements** - veteran may choose one of the following option to complete course requirements:

# Academic Policies

- Fulfill course requirements within one semester following the initiation of the administrative incomplete; or
- Enrollment in the course in a subsequent session if a tuition and fees credit has been forwarded.

## Military Credit

A veteran with is "Honorable Discharge" from active duty seeking military credits must submit all prior military training transcripts as well as official transcripts of all other schools attended to the Admission's Office. The Registrar will evaluate and determine approval of prior credits. Based on veteran's discharge documents, the student can receive two (2) units of physical education credits toward degree completion.

To be considered for military credits, the following documents must be on file at the Registrar's office.

1. Official prior military training transcript;
2. Submit DD-214 (discharge document);
3. Complete military credit request form; and
4. Complete transcript evaluation form.

Prior training transcripts will be evaluated and credits determined as appropriate. Transfer credits (TR) will appear as credit (CR) on student transcript and is not calculated into student's overall grade point average (GPA).

## Satisfactory Academic Progress (SAP)

Veteran students are not excluded from maintaining or adhering to the (SAP) policy. The (SAP) policy constitutes the following standards.

- Full time veteran student will be placed on academic probation when he/she fails to maintain a semester GPA of 2.00, within the next semester of regular attendance. Note: (specific to each of the Bachelor's Program, a higher (GPA) may be required).
- Part-time veteran students who have taken sixteen (16) plus credit hours will be placed on academic probation when eleven (11) and fewer hours were attempted and a cumulative grade point average (CGPA) of less than 2.00 is earned.
- Veterans on academic probation may take no more than fourteen (14) hours without an advisor approval.
- A veteran while on academic probation is still eligible to receive VA Benefits.

## Academic Suspension

- Should a veteran who fails to earn a GPA of 2.00 while on academic probation, he/she will be placed on academic suspension.
- A veteran on academic suspension will not be allowed to take classes for a period of one semester.
- A returning veteran is placed on academic probation and VA benefits are reinstated.
- For academic probation and suspension appeal; a veteran can appeal probation and/or suspension by completing the appeal request form. The form is presented to the Academic Standards Committee for review.

## Academic Suspension for VA Beneficiaries

When a VA student on Academic Probation fails to earn a GPA of 2.0 or higher at the end of a semester, the student is placed on Academic Suspension. Academic Suspension means the student is not permitted to enroll in any classes at Diné College for a period of one semester. Upon returning the following semester, the VA student is placed on academic probation and their VA educational

benefit will be reinstated.

## Academic Suspension Appeal

A VA student may appeal an academic suspension by obtaining information on the appeal process from the Office of the Registrar. Student must go before the Academic Standards Committee and present their case. Upon approval, the student is placed back on academic probation.

## Participation in College-Sponsored Events

Participation in official college events or activities, such as intramural sports or conference attendance, requires satisfactory academic standing with a 2.00 GPA and a completed Class Release Form must be turned into the Office of the Registrar prior to departure.

## Plagiarism Policy:

Diné College adheres to the highest standards regarding plagiarism. The College holds that it is ultimately the discretion of faculty to determine when a violation of the academic dishonesty policy has occurred. The definition of plagiarism includes but is not limited to:

- (1) "Self-plagiarism," which includes a student reusing significant, identical, or nearly identical portions of his or her own work without acknowledging that one is doing so or without citing the original work;
- (2) the use of purchased reports or other material represented as the student's work;
- (3) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear attribution; and
- (4) the unattributed use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Students are encouraged to review the plagiarism policy and may challenge their final grade through the grade appeals process through the Academic Standards Committee. In short, plagiarism is the representation of another authors' work as your own work. Intent is not relevant to determining if an act of plagiarism has occurred. All faculty members are required to state the Diné College plagiarism policy in their syllabus. In short, faculty members have full discretion to exercise their best judgement in terms of determining whether an act of plagiarism has occurred. Diné College does subscribe to a plagiarism detection service and all. Faculty members are encouraged to utilize this service if they require written papers in their courses. Faculty members are advised, though not required, to carry out sanctions in cases where more than 15% of a student's content is plagiarized from in alternate sources. Faculty members should consult with their colleagues on best practices.

Faculty members, at their own discretion, are free to carry out the most severe sanction in response to determinations of plagiarism. Each school is encouraged to develop its own norms of practice consistent with their academic discipline. Typically, the most severe remedy, in the case of a first offense, is to drop the student from class and assign a final grade of F. That said, faculty members are encouraged to discuss remedies with their colleagues in pursuit of less severe remedies.

Regarding serial plagiarists, it is at the discretion of faculty members to maintain a written log describing incidences of plagiarism and the evidence against violators on a case-by-case basis. Files should contain a description of the violation and supporting evidence. These logs will be housed with the Dean of the pertinent school as well as with the office of the registrar (via Jenzabar notepad). The plagiarism file will only be revisited should a student violate the academic dishonesty policy a second time. Ideally, a student will acknowledge his or her mistake and learn from it swiftly without repetition. In other circumstances, it will be clear that a student is a serial plagiarist and subject to disciplinary action up to and including expulsion from Diné College.

For details on student appeals process, please refer to the student code of conduct and the faculty handbook.

# Academic Policies

## Repeating Courses

Students may repeat courses previously taken at the College to better their understanding or to improve their grades. A transcript shows that the course was repeated, but only the higher grade is used to compute the student's CGPA. Repeating or retaking a class can affect a student's financial aid. (Please see repeat or retake in Financial Aid Policies.)

## Satisfactory Academic Progress (SAP) Policy

The Satisfactory Academic Progress Policy delineates requirements for satisfactory academic progress as well as guidelines for academic probation and academic suspension. They are:

- Full-time students are placed on academic probation if, upon completion of 12 or more semester credit hours, they have a semester grade point average less than a 'C' (2.0); if a student's number of semester credit hours drops below 12 as a result of an IP grade, the student is still considered to be making satisfactory progress.
- Part-time students who have accumulated 16 or more semester credit hours are placed on academic probation whenever a total of 11 or less semester credit hours of work have been attempted and a CGPA less than a 'C' (2.0) or is earned.
- The Satisfactory Academic Progress Policy applies to part-time students who have not yet accumulated a minimum of 16 semester credit hours.
- Students on academic probation may take no more than 12 credit hours per semester.
- Students placed on academic probation or academic suspensions are subject to additional regulations regarding SAP; students should contact the Office of Financial Aid & Scholarships for pertinent Financial Aid (SAP) regulations

## Student Rights and Responsibilities

All Diné College students have rights and responsibilities identified in the Student Code of Conduct Handbook. A copy may be obtained from any Diné College site or online at [www.dinecollege.edu](http://www.dinecollege.edu).

## Transcripts

Students may request an official transcript from Office of the Registrar from the main campus in Tsaile or go to [www.studentclearinghouse.org](http://www.studentclearinghouse.org). All financial obligations to the College must be met before official transcripts will be released. Exceptions can be made for scholarships (including ONNSFA) with review. Unofficial transcripts can be printed at any time during a student's enrollment period in Warrior Web (log-in required). Allow 2 days maximum for official transcript printing and/or processing.

The Transcript Request Form is available at all sites and on the College website. A fee is required for each Official Transcript. Currently enrolled students may review their unofficial transcript at any time by logging onto Warrior Web.

## Transfer Credits

Transfer of credits is awarded for coursework completed at other colleges and universities. Office of the Registrar is responsible for conducting official credit evaluations. Transfer students must request official transcripts from colleges previously attended to receive transfer credit. Transfer credit evaluations can take up to two weeks. A copy of the transfer credit evaluation will be mailed to the student or obtained from Office of the Registrar. Additional copies can also be obtained from Office of the Registrar.

## Withdrawal from College

Students who officially withdraw from the College must use a Withdrawal Form available from Office of the Registrar or respective campus site. Failure to withdraw properly results in the forfeiture of

a refund, and a grade of "F" is given for each course in progress at the time of the unofficial withdrawal. Withdrawal Forms must be returned to Office of the Registrar with all the required signatures.





# General Education

## General Education Curriculum

Diné College works with other colleges and universities to achieve full recognition of Diné College general education courses and degree programs. To earn an associate degree or certificate, you must take classes that satisfy the designated general education requirements.

## General Education Mission Statement

The purpose of the Diné College General Education curriculum is to enable students to pursue their academic and professional aspirations with experiences that consider diverse world views, philosophies, culture, and contemporary experiences consisted with the Sa'ah Naagháí Bik'eh Hózhóón principles. The Sa'ah Naagháí Bik'eh Hózhóón four-fold principles provide students the opportunity to acquire skills and knowledge that include a foundation in Diné history, language, and culture plus the ability to write clearly, read critically, speak effectively, use mathematics completely, think critically and creatively, understand abstract concepts, and use technology. The General Education curriculum will promote social and personal responsibility, ethical reasoning and civic knowledge and engagement necessary to address local and global issues.

## Course Information

Courses in the General Catalog are offered in any given semester. The College reserves the right to add or delete courses in the list of offerings during the year and to withdraw courses with low enrollment at the beginning of each semester. Students should consult the course schedules published every semester and plan accordingly. Course schedules show course number, title, credit hours, meeting times, days, and location. Additional laboratory hours that may be required are designated in the course description.

Course Number	Purpose	Current Exceptions
097,197, 297,397, 497	Practicum – A course with this designation may be for practical application of learning, sometimes referred to as an internship or field experience. Check with the academic area or advisor for specific courses in each program.	CSC 295 Internship or Practicum ECE 108 Field Experience I ECE 110 Field Experience II EDU 297 Practicum in Elementary Education EDU 358 Field Experience I EDU 378 Field Experience II EDU 478 Field Experience III SWO 295 Field Experience I
098,198, 298,398, 498	Independent study – A course with this description must be approved by the faculty and School Dean.	EDU 498 Student Teaching

Course Number	Purpose	Current Exceptions
099,199, 299,399, 499	Special Topics – A course with this designation is designed to meet the special interests of students. A Special Topics course may be taught twice. After that, it must go through Curriculum procedures and be assigned a regular course number. It may not be used to designate a course that is already in this catalog.	EDU 499 Diné Education Seminar

## IMPORTANT NOTE REGARDING GENERAL EDUCATION

- The A.A. degree in Early Childhood Education provides a Navajo Language option in the Communication Core.
- The A.S. degree in Mathematics requires MTH 110 or MTH 114 to fulfill the Mathematics Core.
- The A.S. degree in Health Occupation requires PSY 111 to fulfill the Social and Behavioral Science Core.
- The A.S. degree in Physics requires CHM 151 and CHM 152 to fulfill the Science Core.
- These General Education Requirements do not apply to the A.A.S. Degrees. The A.A.S. Degrees have their own specific General Education Requirements. Each of these options and exceptions are also noted under the degree descriptions.

## General Education Program Requirements

ENG 101, 102 for the English Option.

General Education Core	Credits
Communications ENG 101: College Composition I ENG 102: College Composition II	6
Humanities and Fine Arts Students must choose two courses from: Art History (ARH) Communications (COM) 121 English (ENG) 208, 212, 213, 231, 233, 234, 238, 241, 297 Fine Arts (FA) History (HST) 101, 102, 135, or 136 Humanities (HUM) Theater (THR) 101, 102	6
Mathematics Student must take appropriate course based on major. MTH 110: College Algebra MTH 114: College Mathematics MTH 106: Survey on College Mathematics - The Art of Math	3-4



# General Education

General Education Core	Credits
Social and Behavioral Science Students must choose one History (HST) 101, 102, 135, 136 course and one other course from: Anthropology (ANT) Sociology (SOC) Social Work (SWO) Social Science (SSC) Political Science (POS) Economics (ECO) Psychology (PSY)	6
Laboratory Science Students must choose one Life Science: BIO and one Physical Science course both with labs from: Physical Science: AGR, AST, CHM, ENV, GLG, PHY, PHS	8
Health Education (HEE) HEE 110, 111, 112	2-3
Navajo Studies One Navajo Language Course Based on Placement Test (NAV 101, 102, 201, 202, or 211) NIS 111: Foundations of Navajo Culture and NIS 221: Navajo History to Present	9-10
Required Core Total Students transferring may need to take additional courses to meet core requirements.	<b>40-43</b>

## Communications Requirements

NAV 212, 389, 391 for the Navajo Option (These courses do not meet AGEC option A, B, and S, the New Mexico Core Competencies, nor do they satisfy the ENG 101 prerequisite of college-level courses).

COM 121 is required for New Mexico Core Competencies.

Students in the Associate of Applied Science (A.A.S.) degree program must complete six credit hours in any of the following combinations; ENG 101 or ENG 101 and ENG 102.

## Humanities and Fine Arts Requirements

For Diné College students earning an A.A. degree and/or students transferring to Arizona universities, 6 credits are required in the Humanities/Fine Arts. No more than three credit hours may be in one field of study so students are introduced to different areas.

New Mexico transferability requires 6–9 credits in Humanities/Fine Arts and 6–9 credits in Social Sciences. A total of 15 credits are required in Humanities and Social Science for the New Mexico Common Core. NIS 221 may be used as the 3 credits required for Diné College's general education requirements.

All students completing an A.A. degree must take one history class (HST) which may be used to meet the Social and Behavioral Sciences requirements.

- Art History (ARH)
- Communications (COM) 121
- English (ENG) 208, 212, 213, 231, 233, 234, 238, 241, 297
- Fine Arts (FA)
- Humanities (HUM)
- Theater (THR) 101, 102

*NOTE on special requirements: Several courses that meet the Humanities and Fine Arts requirements also fulfill the AGEC special requirements of intensive writing/critical inquiry and/or ethnic/race/gender awareness and are identified under the*

*course descriptions.*

## Mathematics Requirements

MTH 106, MTH 114, or MTH 110 or any mathematics class with either of these courses as a pre-requisite is required for the A.A. degree, and MTH 110 or MTH 114 is required for the A.S. degrees. MTH 100 fulfills the requirement for an A.A.S. degree. Students in the Associate of Applied Science program need to take MTH 100, except for Office Administration students, who can take BUS 142-Business Math, to satisfy their mathematics requirement.

## Navajo and Indian Studies Requirements

Students must complete 9 or 10 credit hours depending on their Navajo Language proficiency. Navajo and Indian Studies courses are required of all students enrolled in ALL degree programs. Navajo culture, history, and language are areas in which courses are taught in Navajo and English. Courses are offered in two tracks of Navajo language ability: speaker and non-speaker.

Students must complete the following courses to meet the Navajo and Indian Studies General Education Course Requirements:

- One Navajo Language course, based on placement test (NAV 101, 102, 201, 202, or 211)
- NIS 111: Foundations of Navajo Culture
- NIS 221: Navajo History to Present

*Note on special requirements: Several courses that meet Navajo and Indian Studies requirements also fulfill the AGEC special requirements of intensive writing/critical inquiry, ethnic/race/gender awareness, and/or historical awareness, as specified in the respective course descriptions.*

## Health Education Requirements

To fulfill the physical education requirements, students must complete a minimum of two credit hours from: HEE 110, 111, 112 (3 credits).

## Science Requirements

The A.A. and A.S. degrees require two science courses with a lab, one in the Physical Sciences and the other in the Life Sciences. A.S. degrees have required General Education science courses specific to the degree.

## Social and Behavioral Science Requirements

For Diné College students earning an A.A. degree and/or students transferring to Arizona universities, 6 credits are required in the Social and Behavioral Sciences. Three credit hours must be from HST 101, 102, 135, or 136. Students in the Associate of Arts degree program must complete three credit hours from any one of the fields of study listed below.

- Anthropology (ANT)
- Economics (ECO)
- History (HST) 101, 102, 135 or 136
- Political Science (POS)
- Psychology (PSY)
- Sociology (SOC)
- Social Science (SSC)
- Social Work (SWO)

New Mexico transferability requires 6–9 credits in Humanities/Fine Arts and 6–9 credits in Social Sciences.

*NOTE on special requirements: Many courses that meet the social and behavioral sciences requirements also fulfill the AGEC special requirements of intensive writing/critical inquiry, ethnic/race/gender awareness, and/or historical awareness and are identified under the course descriptions.*

# General Education

## Transferring General Education Credits

The following is a more detailed explanation of the requirements for Arizona and New Mexico College or universities.

## Transfer to Arizona Universities

Diné College's Arizona General Education Curriculum (AGEC) has been approved by the State of Arizona. Students who complete an AGEC are better able to transfer general education courses taken at Diné College as a block, instead of the university evaluating each course for its transferability. Information for students who plan to transfer to Arizona colleges or universities can find more information at <http://aztransfer.com>.

## Arizona General Education Curriculum (AGEC) Requirements

A 35-semester credit "block" can be completed at any Arizona community college. Because there are differences in the mathematics and science requirements for different degrees, there are three AGEC options. The blocks will transfer without loss of credits between any Arizona public community college or university in the programs designated by AGEC.

- AGEC-A for liberal arts (social science, fine arts, humanities) is a 35 semester-credit, lower division general education curriculum block that fulfills the lower-division general education requirements for the programs listed above
- AGEC-B for business administration is a 35 semester-credit, lower-division general education curriculum block that fulfills the lower-division general education requirements of business majors
- AGEC-S for science/mathematics is a 35 semester-credit, lower-division general education curriculum block that fulfills the lower-division general education requirements of majors with more stringent mathematics and mathematics-based science courses

Completion of all AGEC courses with a grade of 'C' or better and a cumulative GPA of 2.00 guarantees admission to any college or university in the State of Arizona if you are a resident. It also guarantees your ability to transfer your lower-division general studies requirement to any Arizona public university for the majors that articulate with that AGEC. Non-residents must have a grade point average of 2.5 on a 4.0 scale.

The mathematics and science requirements differ among the three forms of AGEC.

- AGEC-A requires a minimum of college mathematics or college algebra.
- AGEC-B requires a minimum of brief calculus.
- AGEC-S requires a minimum of calculus and a minimum of university chemistry, physics, or biology.

## AGEC-A for Liberal Arts Majors

An approved AGEC-A block must contain intensive writing/critical inquiry (IW/CI), ethnic/race/gender awareness (ERG), and historical awareness (HA) components. These components may be fulfilled by taking Diné College general education courses that are designated in the catalog. Students may need to take one or more courses to meet these requirements.

Additional information about these special requirements can be found at: <http://az.transfer.org/cas/students>.

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6

Subject Area	# of Courses	# of Semester Credits
Mathematics***	1	4
Arts and Humanities	2-3	6-9
Social and Behavioral Sciences*	2-3	6-9
Physical and Biological Science	2	8
Options	0-2	0-6
Navajo Studies**	2	6
Total Semester Hours:		<b>35-47</b>

\* History courses may be counted as social and behavioral sciences or humanities.

\*\* Navajo Studies: two courses from the following three options: (1) NAV 101 or 211; (2) NIS 111; (3) NIS 221.

\*\*\* MTH 110 College Algebra or MTH 114 College Mathematics.

## AGEC-B for Business Administration Majors

An approved AGEC-B block must contain intensive writing/critical inquiry (IW/CI), ethnic/race/gender awareness (ERG), and historical awareness (HA) components.

These components may be fulfilled by taking Diné College general education courses that are designated in the catalog. Students may need to take one or more courses to meet these requirements. Additional information about these special requirements can be found at: <http://az.transfer.org>

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6
Mathematics*	1	3+
Arts and Humanities	2-3	6-9
Social and Behavioral Sciences**	2-3	6-9
Physical and Biological Science	2	8
Computer Information Systems: Introduction to CIS	1	3
Navajo Studies***	2	6
Total Semester Hours:		<b>38-44</b>

\* Mathematics requirements: MTH 191.

\*\* History courses are included under social and behavioral sciences.

\*\*\* Navajo Studies, two courses from the following three options: (1) NAV 101 or 211; (2) NIS 111; (3) NIS 221.

## AGEC-S for Mathematics and Science Majors

An approved AGEC-S block must contain intensive writing/critical inquiry (IW/CI), ethnic/race/gender awareness (ERG), and historical awareness (HA) components.

These components may be fulfilled by taking Diné College general education courses that are designated in the catalog.

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6

# General Education

Subject Area	# of Courses	# of Semester Credits
Mathematics*	1	3+
Arts and Humanities	2-3	6-9
Social and Behavioral Sciences**	2-3	6-9
Physical and Biological Sciences***	2	8
AGEC-S Options: Mathematics of Science appropriate to major	2	6-8
Navajo Studies****	2	6
Total Semester Hours:		<b>41-49</b>

## Transfer to New Mexico Universities

Designated general education core courses successfully completed at any regionally accredited New Mexico institution of higher education are guaranteed to transfer to other New Mexico college or universities. Additional information on New Mexico transfers can be found at: [www.hed.state.nm.us](http://www.hed.state.nm.us)

## The New Mexico General Education Common Core

Subject Area	Areas	# of Semester Credits
Freshman Composition	I	9
Mathematics	II	3
Science with Lab	III	8
Social and Behavioral Sciences**	IV	6-9
Arts and Humanities*	V	6-9
Navajo Studies		6
Total Semester Hours:		<b>35-39</b>

\* Humanities and fine arts: Introductory history survey and introductory philosophy, and introductory course in history, theory, or aesthetics of the arts or literature.

\*\* Social and behavioral sciences: Introductory courses only for political science, psychology, sociology, and anthropology, and only macroeconomics and microeconomics for economics.



## Certificate Programs

- Computer Technology
- 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
- 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
- Navajo Language
- Psychology

## Bachelor of Fine Arts Degrees

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

## 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

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.

Program Requirements	Credits
Semester I	
ENG 101 College Composition I	3
One Navajo Language course, based on placement test	3-4
MTH 100 or 102	4
CSC 110 Introduction to Computer Technology	3
CSC 140 Hardware Fundamentals	3
Semester II	
CSC 150 Programming Fundamentals	3
CSC 170 Web Programming Fundamentals	4
CSC 240 Network Fundamentals	4
CSC 295 Internship or Practicum	3
Program Credits: <b>30-31</b>	

### 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.

Program Requirements	Credits
CSC 110 Introduction to Computer Technology	3
ENV 101 Introduction to Environmental Science	4
ENV 105 Climate Change for Tribal Peoples	4
ENV 160 Introduction to Geographic Information System	3
ENV 225 Principles of Agroecology or GLG 101 Indigenous Physical Geology	4
ENV 230 Environmental Sampling and Monitoring	4
ENV 295 Geographic Information Systems with Lab	4
ENV 296 Geodatabases and Spatial Analysis	4
Program Credits: <b>30</b>	

### 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.

Program Requirements	Credits
Semester I	
ENG 101 College Composition I	3
ENV 123 Introduction to PhysicalHydrology	3
Choose a Navajo Language Course based on placement test:	
NAV 101 or NAV 201; NAV 202; NAV 211	3-4
Choose a Science Course:	
BIO 100 Biology Concepts or ENV 101 Introduction to Environmental Science	4
Semester II	
MTH 106 Survey on College Mathematics - The Art of Math or MTH 110 College Algebra	3-4
ENV 216 Irrigation and Drainage	3
ENV 225 Principles of Agroecology	4
ENV 110 Introduction to Soils/Lab	4
ENV 103 Introduction Cartography/GPS/GIS	1
Program Credits: <b>28-30</b>	

### Medical Assistant

This program is designed in collaboration with Tuba City Regional Healthcare Center (TCRHCC) 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.

Program Requirements	Credits
Semester I	
MOA 103 Introduction to Medical Assisting	3
MOA 104 Introduction to Medical Lab Techniques	3
MOA 105 Basic Mathematics, Quality Control & Statistics	3
MOA 106 Mid-program Review and Exam	4
MOA 107/BIO 170 Medical Terminology	3
Semester II	
MOA 107 Biosafety & Infection control	3
MOA 108 Pharmacology for Medical Assistant/Lab	4
MOA 109 Ambulatory Care Clinical Procedures	4
MOA 110 Medical Office Administration	3
MOA 111 Med Bus Practices: Admin functions & Coding	3
MOA 112 Final Exam	0
MOA 113 Internship at TCRHCC	3
Program Credits: <b>37</b>	



# Certificate Programs

## 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.

Program Requirements	Credits
Semester I	
NIS 118 Navajo Fundamental Law I	3
NIS 120 Introduction to Navajo Leadership Communication	3
NIS 121 Navajo Human Relations	3
NIS 123 Navajo Supervision and Management	3
NIS 124 Navajo Governance	3
Semester II	
NAV 140 Introduction to Navajo Public Speaking	3
NIS 127 Navajo Current Issues and Affairs	3
NIS 130 Federal, State, County and Municipal Government	3
NIS 133 Toastmaster and Parliamentary Procedures	3
NIS 135 Navajo Fundamental Law II	3
<b>Program Credits:</b>	<b>30</b>

## Natural Resource

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.

Program Requirements	Credits
AGR 103 Conservative Planning	4
AGR 110 Monitoring/Assessment and Rangeland	4
BIO 284 Plant Biology	4
ENG 181 Technical Writing	3
ENV 110 Introduction to Soils/Lab	4
NIS 160 Navajo Agriculture History to Present	3
BIO 100 Biology Concepts or BIO 181 General Biology	4
ENV 101 Introduction Environmental Science or GLG 101 Indigenous Physical Geology	4
<b>Program Credits:</b>	<b>30</b>

## 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).

Program Requirements	Credits
Semester I	

Program Requirements	Credits
NCA 130	3
NCA 132	
NCA 197	
Emphasis (Choose One) - 3 hours	
NCA 101 Navajo Pottery	
NCA 103 Navajo Basketry	
NCA 105 Navajo Rug Weaving	3
NCA 107 Navajo Moccasin Making	
NCA 108 Navajo Silversmithing	
Semester II	
NCA 134 Navajo Cultural Arts and Philosophy	3
NCA 136 Navajo Cultural Arts Business System	3
NCA 198 Navajo Cultural Arts Practicum II	3
Emphasis (Choose One) - 3 hours	
NCA 201 Navajo Pottery/Ceremonial Pipes	
NCA 203 Advanced Navajo Basket Making	
NCA 205 Advanced Navajo Rug Weaving	3
NCA 206 Navajo Sash Belt/Ceremonial Stocking	
NCA 207 Advanced Navajo Moccasin Making	
NCA 208 Advanced Navajo Silversmithing	
NCA 209 Navajo Horse Hair Braiding	
<b>Program Credits:</b>	<b>24</b>

## 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.

Program Requirements	Credits
HEE 111 Personal and Community Health	3
PUH 111 Introduction to Public Health	3
BIO/PUH 170 Medical Terminology	3
Choose one(1) course from	
PUH 141 Nutrition for Health	3
PUH 201 Principles of Environmental Public Health	3
PUH 275 Health Services and Policy	3
<b>Program Credits:</b>	<b>12</b>

## Endorsement Programs

### 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.

Program Requirements	Credits
ARE 228 Elementary Art Methods & Curriculum Development	3
ARE 229 Secondary Art Methods & Curriculum Development	3
ARH 211 Survey of Native American Art	3
ARH 213 Survey of World Art, Prehistoric to 1500	3
ARH 214 Survey of World Art, 1500 to Present	3
FA 106 Color Theory	3
FA 107 3D Design	3
FA 112 2D Design	3
FA 115 Drawing I	3
FA 215 Drawing II	3
<b>Program Credits:</b>	<b>30</b>

### 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.

Program Requirements	Credits
EDP 250 Numbers and Operations in Grades K-8	6
EDP 251 Geometry and Measurement in Grades K-8	3
EPD 252 Patterns, Algebra, and Functions in Grades K-8	6
EPD 253 Data Analysis, Probability and Discrete Mathematics in Grades K-8	3
EDU 254 Mathematics Classroom Assessment in Grades K - 8	3
EDU 255 Pedagogy & Instructional Leadership in Mathematics in Grades K-8	3
<b>Program Credits:</b>	<b>24</b>

## Degree Programs

### 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.

Program Requirements	Credits
ACC 100 Fundamentals of Accounting	3
ACC 200 Financial Accounting	3
BUS 141 Introduction to Business	3
BUS 142 Business Math	3
BUS 143 Business English	3
BUS 180 Computers in Business	3
BUS 204 Business Law	3
BUS 211 Business Internship	3
BUS 218 Spreadsheet for Business	3
BUS 240 Personal Finance	3
BUS 243 Business Communications	3
ECO 111 Introduction to Economics	3
MGT 140 Human Relations	3
MGT 250 Small Business Management	3
MKT 240 Marketing	3
<b>Program Credits:</b>	<b>45</b>

Degree Earned	Credits
General Education	21-23
Program Requirements	45
<b>Total Credits Earned:</b>	<b>66-68</b>

#### Office Administration (A.A.S.)

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

Program Requirements	Credits
ACC 100 Fundamentals of Accounting	3
BUS 111 Keyboarding	3
BUS 121 Records Management	3
BUS 124 Office Procedures	3
BUS 141 Introduction to Business	3
BUS 142 Business Math	3
BUS 143 Business English	3
BUS 180 Computers in Business	3
BUS 211 Business Internship	3
BUS 214 Word Processing I	3
BUS 216 Word Processing II	3

# Degree Programs

Program Requirements	Credits
BUS 218 Spreadsheet for Business	3
BUS 240 Personal Finance	3
BUS 243 Business Communications	3
MGT 140 Human Relations	3
MKT 140 Customer Relations and Service	3
Program Credits:	48

Degree Earned	Credits
General Education	17-19
Programs Requirements	48
Total Credits Earned:	<b>65-67</b>

## 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 Requirements	Credits
ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3
BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business	3
BUS 270 Quantitative Methods in Business	3
CIS 111 Introduction to Computers	3
ECO 201 Principles of Microeconomics	3
MKT 240 Marketing	3
Program Credits:	24

NM Program Requirements	Credits
ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3
BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business	3
COM 121 Speech Communications	3
CIS 111 Introduction to Computers	3
ECO 201 Principles of Microeconomics	3
MKT 240 Marketing	3
Program Credits:	24

Degree Earned	Credits
General Education	41-43
Program Requirements	24
Total Credits Earned:	<b>65-67</b>



# Degree Programs

## 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.

Program Requirements	Credits
NAV 212 Navajo Literacy and Grammar II	3
NIS 220 Navajo Oral History	3
NIS 225/ANT 225 Indians of the U.S & North America	3

NIS 226/POS 226 Navajo Nation Government 3

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) course(s):

NAV 231 Medical Terminology of the Navajo	9
NAV 240 Navajo Public Speaking	
NAV 289 Navajo Linguistics	

or

Navajo and Indian Studies (NIS) course(s)

NIS 222 Contemporary Indian Affairs	9
NIS 261 Navajo Oral Tradition and Styles	
NIS 294 Diné Education Philosophy I	

Program Credits: 22

Include Electives	Credits
Diné Cultural Arts (NCA Courses): No more than 2 courses from the following: NCA 101, 103, 105, 107, 108, 201, 203, 205, 206, 207, 208	
Program Credits:	27

Degree Earned	Credits
General Education	40-43
Program Requirements	22
Total Credits Earned:	<b>64-65</b>

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

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

Program Requirements	Credits
ECE 108 Field Experience: Birth to Preschool	4
ECE 110 Field Experience: K-3rd grade	4
ECE 111 Introduction Early Childhood Education	3
ECE 116 Lang, Literacy, & Cognitive Development	3
ECE 220 Creative Arts for Young Children	3
ECE 225 Child Growth and Development	3
ECE 235 K'é, Ádaa' Ákohwiindzin, Social Development, and Community	3

Program Requirements	Credits
ECE 245 Wellness and Special Needs for Young Children	4
Program Credits:	27

Degree Earned	Credits
General Education	40-43
Program Requirements	27
Total Credits Earned:	<b>67-70</b>

## 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.

Program Requirements	Credits
EDU 200 Foundations of Education	3
EDU 238 Children and Youth Literature	4
EDU 240 Introduction to Special Education	3
EDU 261 Technology in Education	3
EDU 297 Practicum in Education	1
Any Earth Science with Lab Recommended	4
MTE 280 Mathematics for Elementary School Teachers I	3
MTE 281 Mathematics for Elementary School Teachers II	3
Program Credits:	24

Degree Earned	Credits
General Education	40-43
Program Requirements	24
Total Credits Earned:	<b>64-67</b>





## Degree Programs

### Diné College and Northland Pioneer College Childhood Development Associate Articulation for Associate of Arts in Early Childhood Development Courses Matrix

The following courses can be applied toward specified Childhood Development Associate course works for transferability. Courses also count towards an Arizona Early Childhood Education endorsement.

Diné College Courses & Title	Northland Pioneer College Early Childhood Development (ECD) Courses & Titles	Diné College EDU Courses & Titles (required for admittance to BA Program)
ECE 111 Introduction to Early Childhood Education (3)	ECD 200 Introduction to Early Childhood Education (3)	EDU 200 Foundations of Education (3)
ECE 116 Language, Literacy, and Cognitive Development (3) *	ECD 113 Fostering Communication and Language Skills (1) ECD 114 Beginning Mathematical Concepts (1) ECD 116 Sciencing and Discovery (1) ECD 117 Enhancing Questions and Problem-Solving Abilities (1) ECD 136 Understanding How Children Learn (1) ECD 217 Early Literacy (1)	
ECE 220 Creative Arts for Young Children (3)	ECD 118 Blocks in Early Childhood Program (1) ECD 123 Music and Creative Movement (1) ECD 124 Dramatic Play in the Early Childhood Setting (1) ECD 125 Creative Media (1)	EDU 238 Children and Youth Literature (4)
ECE 108 Field Experience: Birth-Preschool (2-4)	ECD 108 Observing Young Children (1) ECD 270 CDA Assessment Prep (1)	EDU 297 Practicum in Education (1)
ECE 225 Child Growth and Development (3)	ECD 250 Child Development I (3) or ECD 147 Prenatal & Infant Development (1) ECD 148 Toddler Development ECD 149 Development of the Preschool Child (1) ECD 126 Large Muscle Development (1) ECD 127 Small Muscle Development (1)	
ECE 235 K'é, Ádaa ÁKohwiindzin, Social Development, and Community (3)	ECD 105 Guidance Principles for Encouraging Self-discipline (1) ECD 120 Enhancing a Positive Self (1) ECD 110 Building Relationships with Parents Through Communication (1) ECD 111 Supporting the Growth and Education of Parents (1) ECD 112 Enhancing Family Involvement (1) ECD 175 Professionalism (1)	
ECE 245 Wellness and Special Needs for Young Children (4)	ECD 100 Providing a Healthy Environment (1) ECD 102 Ensuring a Safe Environment (1) ECD 115 Nutrition in Early Childhood (1) ECD 143 Inclusion of Children with Special Needs (2) ECD 222 Young Children with Special Needs (3)	EDU 240 Introduction to Special Education (3)
ECE 110 Field Experience: K-3rd grade (2-4)	ECD 101 The Child's Total Learning Environment (1) ECD 103 Planned Arrangements and Schedules (1) ECD 270 CDA Assessment Prep	EDU 297 Practicum in Education (1)

# Degree Programs

## 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.

Program Requirements	Credits
Choice of Six (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.	18
Electives	9
Program Credits:	27

Degree Earned	Credits
General Education	40-43
Program Requirements	27
Total Credits Earned:	<b>67-70</b>

## 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.

Program Requirements	Credits
SWO 111 Field Placement Seminar	1
SWO 211 Introduction to Social Work	3
SWO 242 Social Work Practice I	3
SWO 243 Human Behavior in the Social Envi.	3
SWO 270 Culture and Diversity: Working with Native Nations	3
SWO 295 Field Experience I	3
Student must choose I course from for Electives	
SWO 250 Social Work Ethics (3)	3
SWO/PSY 290 Research Methods (1)	3
Choose 1 SWO Course and I General course	
Program Credits:	27

Degree Earned	Credits
General Education	40-43
Program Requirements	27
Total Credits Earned:	<b>67-70</b>

## 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.

Program Requirements	Credits
BIO 182 General Biology II	4
MTH 213 Statistics	4
Choice of one (1) pair: Pre-professional students are advised to take: CHM 151 General Chemistry I CHM 152 General Chemistry II or GLG 101 Indigenous Physical Geology GLG 102 Historical Geology or PHY 110 Algebra-based Physics I PHY 111 Algebra-based Physics II	8-9
ENV 110 Introduction to Soils/Lab	4
ENV 123 Introduction to Physical Hydrology	3
ENV 225 Principles of Agroecology	4
Program Credits:	27-28

Degree Earned	Credits
General Education	41-43
Program Requirements	27-28
Total Credits Earned:	<b>68-71</b>

### 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.

Program Requirements	Credits
BIO 182 General Biology II	4
Choice of one (1): (BS Biology program requires CHM 151 and 152 before Junior year) CHM 152 General Chemistry II or CHM 300 Fundamental Organic Chemistry (BS Biology students take organic in Junior year)	4

## Degree Programs

Program Requirements	Credits
Choice of two (2): MTH 190 Pre-Calculus and MTH 213/PSY 213 Statistics or MTH 191 Calculus I or MTH 251 Calculus for Life Science and Business (4) (The AGEC-S block for Math & Science majors required MTG 191. BS Biology program requires MTH 190 and either 213 or 191 before junior year.)	8
Biology Electives BIO 284 Plant Biology or higher above	4
Program Credits:	20-21

Degree Earned	Credits
General Education	41-44
Program Requirements	20
Total Credits Earned:	<b>61-64</b>

### 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.

Program Requirements	Credits
BIO 182 General Biology II	4
ENV 101 Introduction to Environmental Science	4
ENV 105 Climate Change for Tribal Peoples	4
ENV 230 Environmental Sampling and Monitoring	4
Choice of one (1): (Pre-professional students are advised to take CHM 151-152) CHM 152 General Chemistry II or GLG 102 Historical Geology	4
Choice of one (1): MTH 190 Pre-Calculus or MTH 213 Statistics (AGEC-S block for Math and Science majors requires MTH 191)	4
Option: Must choose one (1): BIO 284 Plant Biology or CHM 301	4
Program Credits:	28

Degree Earned	Credits
General Education	41-43
Program Requirements	28
Total Credits Earned:	<b>69-71</b>

### 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.

Program Requirements	Credits
Choice of two (2): CHM 152 General Chemistry II* and BIO 182 General Biology II or BIO 205 Microbiology	8
Choice of two (2): MTH 190 Pre-Calculus* and MTH 213/PSY 213 Statistics or MTH 191 Calculus I	8
(BS Biology program requires MTH 190 and either 213 or 191 before junior year) PHY 110 Algebra based Physics I PHY 111 Algebra based Physics II or PHY 121 Calculus based Physics I PHY 131 Calculus based Physics II and CHM 301 CHM 302 *The AGEC-S block for Math and Science majors requires MTH 191	16
Program Credits:	33-34

Degree Earned	Credits
General Education	42-44
Program Requirements	32
Total Credits Earned:	<b>74-76</b>

### 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 1

Program Requirements	Credits
BIO 201 Human Anatomy & Physiology I BIO 202 Human Anatomy & Physiology II BIO 205 Microbiology	12
Choice of one (1): ANT 111 Introduction to Cultural Anthropology or NAV 231 Medical Terminology of the Navajo or SOC 111 Introduction to Sociology	3



## Degree Programs

Program Requirements	Credits
Choice of three (3) or four (4) courses from the following: Select from: BIO 170, 182, 284, 320, 340; MTH 213*; CHM 152, 300; 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.	12-15
Program Credits:	27-31

Degree Earned	Credits
General Education	41-43
Program Requirements	27-31
Total Credits Earned:	<b>68-74</b>

### 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.

Program Requirements	Credits
MTH 190 Pre-Calculus	4
MTH 191 Calculus I	4
MTH 192 Calculus II	4
MTH 220 Calculus III	4
Choice of two (2): MTH 210 Discrete Mathematics MTH/PSY 213 Statistics MTH 221 Ordinary Differential Equations MTH 225 Elementary Linear Algebra	6-7
CSC 150 Programming Fundamentals	3
Program Credits:	25-26

Degree Earned	Credits
General Education	40-43
Program Requirements	25-26
Total Credits Earned:	<b>65-69</b>

### 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.

Program Requirements	Credits
CHM 151 General Chemistry I	5
CHM 152 General Chemistry II	4
CSC 150 Programming Fundamentals	3
MTH 191 Calculus I	4
MTH 192 Calculus II	4
PHY 121 Calculus-based Physics I	4

Program Requirements	Credits
PHY 131 Calculus-based Physics II	4
Program Credits:	28

Degree Earned	Credits
General Education	41-43
Program Requirements	28
Total Credits Earned:	<b>69-71</b>

### 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 technician.

Program Requirements	Credits
EGR 111 Introduction to Engineering	3
MTH 190 Pre-Calculus	4
MTH 191 Calculus I	4
MTH 192 Calculus II	4
MTH 220 Calculus III	4
MTH 221 Ordinary Differential Equations	3
PHY 121 Calculus-based Physics I	4
PHY 131 Calculus-based Physics II	4
Program Credits:	30

Degree Earned	Credits
General Education	41-43
Program Requirements	30
Total Credits Earned:	<b>71-73</b>

### 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 leads directly to the Diné College BS Degree in Public Health or students may transfer to other colleges that offer four-year programs in public health, health education, health promotion, or community health.

Program Requirements	Credits
HEE 111 Personal and Community Health	3
PUH 111 Introduction to Public Health	3
PUH/BIO 170 Medical Terminology	3
PUH 141 or 241 Nutrition for Health or Human Nutrition	3
PUH 200 Principles of Health Education	3
PUH 201 Principles of Environmental Public Health	3
Program Credits:	18

Choose Option A or Option B	Credits
Option A	
PUH 275 Health Services and Policy	3
MTH 213/PSY 213 Statistics	4
Program Credits:	7
Option B	
PUH 290 Public Hlth Rsrch Methods	4

# Degree Programs

Choose Option A or Option B	Credits
PUH 297 Practicum	3
Program Credits:	<b>7</b>

Degree Earned	Credits
General Education	41-43
Program Requirements	18
Choose Option A or B	7
Total Credits Earned:	<b>66-68</b>

## 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.

Lower Division Requirements	Credits
ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3
BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business	3
BUS 270 Quantitative Methods in Business	3
CIS 111 Introduction to Computers	3
ECO 201 Principles of Microeconomics	3
MKT 240 Marketing	3
Program Credits:	<b>24</b>

Junior Semester I	Credits
ACC 310 Finance	3
BUS 350 Business Professional Ethics	3
MGT 330 Tourism and Hospitality Management	3
MGT 340 Organizational Behavior	3
MGT 360 Principles of Management	3
Program Credits:	<b>15</b>

Junior Semester II	Credits
ACC 350 Government and Non-Profit Accounting	3
BUS 340 Technical and Grants Writing	3
BUS 360 Business of Gaming Industry	3
MGT 320 Tribal Governments and Management	3
MGT 350 Human Resources Management	3
Program Credits:	<b>15</b>



## Degree Programs

Senior Semester III	Credits
BUS 460 Tribal and Federal Laws	3
MGT 420 Tribal Enterprises and Entrepreneurship	3
MGT 440 Project Management	3
BUS 420 Public Relations	3
MGT 430 Quality Management	3
Program Credits:	15

Senior Semester IV	Credits
BUS 485 Policy Development and Analysis	3
MGT 425 Management Information Systems	3
ECO 460 Tribal Economic Issues and Development Strategies	3
MGT 450 Strategic Management	3
MGT 460 Tribal Leadership Challenges	3
Program Credits:	15

Degree Earned	Credits
General Education	40-43
Lower Division Requirements	24
Upper Division Requirements	60
Total Credits Earned:	<b>125-127</b>

### Bachelor of Arts in Diné Studies (B.A.)

The Bachelor of Arts in Diné Studies cultivates Diné language, Diné knowledge and the Diné thought in students who will become future leaders of Navajo Nation through their application to contemporary Diné Society. Rooted in the Diné conceptual framework for positive educational growth and development to address all matters in life, the program has two tracks from which students can choose:

- **Navajo Language Track:** In this track, students focus on building the ability to live in the Navajo language, in all aspects of life, and to promote the renormalization and revitalization of Navajo language for the Navajo people while also gaining exposure to the holistic framework of Diné education.
- **Diné Studies Track:** In this track, students build deep understanding of the four areas of Diné knowledge in the holistic framework of Diné education and develop skills for their application to contemporary issues in Diné society.

### Navajo Language Track

Lower Division Requirements	Credits
NIS 220 Navajo Oral History	3
NIS 225/ANT 225 Indian of the US & North Amer	3
NIS 226/POS 226 Navajo Nation Government	3
NAV 204 or NAV 212	3-4
PSY 290 Research Methods	3
Adtnl 200 Level NAV/NIS/NCA crs	3
Program Credits:	18-19

Junior Semester I	Credits
NAV 303 Third Level Navajo Immersion I	4
NIS 320 Diné Bina'nitin Values & Ethnics	3
MTH/PSY 213 Statistics	4

Junior Semester I	Credits
NAV 315 Navajo Conversation	3
NAV 389 Navajo Linguistics	3
Program Credits:	17

Junior Semester II	Credits
NAV 304 Third Level Navajo Immersion II	4
NAV 410 Navajo Language Revitalization	3
NIS 360 Diné Economic System	3
NAV 415 Advanced Navajo Conversation	3
PSY 413 Advanced Indigenous Research	4
Program Credits:	17

Senior Semester III	Credits
NAV 403 Fourth Level Navajo Immersion I	4
NAV 391 Navajo Descriptive and Narrative Writing	3
NIS 420 Diné Social Systems and Issues	3
NAV 471 Advanced Navajo Grammer & App Ling	3
NAV 490 Navajo Language Master Apprentice Inter	3
Program Credits:	16

Senior Semester IV	Credits
NAV 404 Fouth Level Navajo Immersion II	4
NAV 485 Advanced Navajo Oratory Skills	3
NIS 455 Diné Place based Knowledge, Geog., Geol.	3
NIS 495 Senior Capstone Course	3
Program Credits:	13

Degree Earned	Credits
General Education	39-40
Lower Division Requirements	18-19
Upper Division Requirements	63
Total Credits Earned:	<b>122-125</b>

### Diné Studies Track

Lower Division Requirements	Credits
NIS 220 Navajo Oral History	3
NIS 222 Contemporary Indian Affairs	3
NIS 225/ANT 225 Indians of the U.S. & North America	3
NIS 226/POS 226 Navajo Nation Government	3
NIS 261 Navajo Oral Traditional and Styles	3
NIS 294 Diné Educational Philosophy	3
PSY 290 Research Methods	4
Program Credits:	22

Junior Semester I	Credits
NIS 315 Diné Critical Thinking and Writing	3
NIS 320 Diné Bina'nitin Values & Ethics	3
NIS 340 Diné Traditional & Contemp. Leadership	3
NIS 350 Diné Spirituality	3



## Degree Programs

Junior Semester I	Credits
MTH/PSY 213 Statistics	4
Program Credits:	16

Junior Semester II	Credits
NIS 360 Diné Economic System	3
NIS 361 Diné Cultural Resources Management	3
NIS 362 Diné Envir Knowledge & Sustain Dev	3
PSY 413 Advanced Indigenous Research Methods	4
Program Credits:	13

Senior Semester III	Credits
NIS 410 Diné Literature Moral & Ethics Philosophy	3
NIS 415 Diné Family Traditional Law	3
NIS 420 Diné Social System and Issues	3
NIS 425 Diné Men and Women in Society	3
NIS 460 Diné Studies Internship	3
Program Credits:	15

Senior Semester IV	Credits
NIS 450 Diné Resource Management	3
NIS 455 Diné Place based Knowledge, Geography, Glg	3
NIS 458 Diné Energy Development	3
NIS 465 Diné Traditional Seminar	3
NIS 495 Senior Capstone Course	3
Program Credits:	15

Degree Earned	Credits
General Education	60-61
Lower Division Requirements	21
Upper Division Requirements	62
Total Credits Earned:	<b>120-121</b>

### 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.

Freshman Semester I	Credits
ENG 101 College Composition I	3
HUM/FA (ARTS 110)	3
Lang other than Eng: (NAVA 111)	3
HST (hist 211)	3
EDU 297 Intro to Educ Practicum	2
Program Credits:	15

Freshman Semester II	Credits
ENG 102 College Composition II	3
ARE 228 Elem Art Mthds & Curr Devel	3
MTH 110 College Algebra	4
POS (PSYC 110)	3
EDU 200 Foundations of Education	3

Freshman Semester II	Credits
Program Credits:	16

Sophomore Semester I	Credits
BIO	4
COM 121 Speech Communication	3
EDU 238 Children and Youth Literature	3
HUM/FA (?ENGL 271)	3
MTE 280 Math for Elem Teachers I	3
Program Credits:	16

Sophomore Semester II	Credits
HST (hist 260)	3
EDU 240 Intro to Special Education	3
EDU 261 Technology in Education	3
MTE 281 Math for Elem Teachers II	3
GLG/ENV	4
Program Credits:	16

Junior Semester I	Credits
BLE 350 Principles of Lang Minority Education	3
BLE 351 Soc Studies Mthds, Mgmt, Assess in K-8	3
BLE 352 Understanding Human Development	3
BLE 353 Literacy/Lang Instruction for ESL Learner	3
BLE 386 Field Experience	2
Program Credits:	14

Junior Semester II	Credits
BLE 390 Student Growth and Development	3
BLE 391 Diversity in Families and Communication	3
BLE 392 Rdg Mthds, Mgmt and Assess in K-8	3
BLE 393 Sci Mthds, Mgmt and Assess in K-8	3
BLE 396 Field Experience	2
Program Credits:	14

Senior Semester III	Credits
BLE 440 Lang Arts	3
BLE 450 Effective Classroom	3
BLE 460 Math Mthds, Mgmt and Assess in K-8	3
BLE 470 Effective Teaching	3
BLE 486 Field Experience	2
Program Credits:	14

Senior Semester IV	Credits
BLE 476 Student Teaching	12
BLE 496 Education Seminar	2
SPF 416 Theory and Practice in Education Law	1
Program Credits:	15

Degree Earned	Credits
Lower Division Requirements	63
Upper Division Requirements	57
Total Credits Earned:	<b>120</b>

# Degree Programs

## 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 coursework.

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 of the 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 committee

Freshman Semester I	Credits
ENG 101 College Composition I	3
HUM/FA	3
NIS 111 Foundations of Navajo Culture	3
HST	3
HEE	2
Program Credits:	14

Freshman Semester II	Credits
ENG 102 College Composition II	3
FA 227 Arts for Teachers	3
NAV Lang: (Based on Placement)	3-4
MTH 110 College Algebra	4
EDU 200 Foundations of Education	3
Program Credits:	16-17

Sophomore Semester III	Credits
NIS 221 Navajo History to Present	3
GLG/ENV	4
EDU 238 Children and Youth Literature	4
EDU 240 Intro to Special Education	3
MTE 280 Math for Elem Teachers I	3
Program Credits:	17

Sophomore Semester IV	Credits
PHY	4
EDU 261 Technology in Education	3
EDU 297 Practicum	1
Any Earth Science with Lab: BIO	4
MTE 281 Math for Elem Teachers II	3
POS 181/271 AZ/US Constitution	3
Program Credits:	18

Junior Semester I	Credits
EDU 345 Human Development	3
EDU 352 Methods Teaching DEP	3
EDU 353 Diversity in Navajo/AI Educ	3
EDU 354 Emergent Literacy	3

## Degree Programs

### Junior Semester I Credits

EDU 358 Field Experience I	2
Program Credits:	14

### Junior Semester II Credits

EDU 360 Special Education in Indigenous Classrooms	3
EDU 361 Methods for Language Diverse Students I	3
EDU 362 Integrated Teaching Methods I	3
EDU 374 Bilingual/ESL Reading Methods	3
EDU 378 Field Experience II	2
Program Credits:	14

### Senior Semester III Credits

EDU 474 Bilingual/ESL Writing Methods	3
EDU 475 Methods for Language Diverse II	3
EDU 476 SEI/ESL for Linguistically Diverse Learners in Bilingual Settings	3
EDU 477 Int Elementary Teaching Methods II	3
EDU 478 Field Experience III	2
Program Credits:	14

### Senior Semester IV Credits

EDU 496 School Law	2
EDU 498 Student Teaching	8
EDU 499 Diné Education Seminar	2
Program Credits:	12

### Content Emphasis Credits

NAV 102 or 212	3-4
NAV 201 or 301	3-4
NAV 202 or 289	3-4
Program Credits:	9-12

### Degree Earned Credits

Lower Division Requirements	64-66
Upper Division Requirements	63-66
Total Credits Earned:	<b>127-130</b>



### Bachelor of Fine Arts with emphasis in Traditional Painting and Digital Photography, Graphic Arts, Navajo Silversmithing, and Navajo Weaving. (B.F.A)

The Bachelor of Fine Arts (BFA) degree is a four-year art degree encompassing a variety of media. Students may choose from one of five areas of emphasis:

1. Traditional Painting
2. Digital Photography
3. Graphic Arts
4. Navajo Silversmithing
5. Navajo Weaving

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), liná (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 post graduate MFA or Educational program. It offers Diné students the opportunity to complete a Bachelors of Fine Arts degree while residing on the Diné 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.

#### Traditional Painting or Digital Photography

Lower Division Requirements	Credits
FA 106 Color Theory	3
FA 107 3D Design	3
FA 112 2D Design	3
FA 115 Drawing I	3
FA 181 or FA 190	3
FA 281 or FA 290	3
ARH 211 Survey of Native American Art	3
ARH 213 Survey of World Art, Prehistoric to 1500	3
ARH 214 Survey of World Art, 1500 to Present	3
Program Credits:	27

#### Junior Semester I Credits

FA 315 Drawing III	3
FA 390 Painting III	3
or	
FA 381 Photography III	3
ARH 313 Contemporary Issues in Art	3
GD 215 Web Design II	3
Program Credits:	12

#### Junior Semester II Credits

FA 415 Advanced Drawing	3
FA 392 Experimental Painting Techniques	3
or	
FA 382 Experimental Photographic Techniques	3



## Degree Programs

Junior Semester II		Credits
ARH 413 Contemporary American Indian Masters		3
MKT 240 Marketing		3
	Program Credits:	12

Senior Semester I		Credits
FA 445 Life Drawing		3
FA 490 Painting IV		3
	or	
FA 481 Photography IV		3
FA 491 Capstone		3
FA 494 Senior Project I		4
	Program Credits:	13

Senior Semester II		Credits
FA 495 Senior Project II		4
FA 496 Senior Portfolio Development		4
FA 497 Museum Internship		4
	Program Credits:	12

Degree Earned		Credits
General Education		38-41
Lower Division Requirements		27
Upper Division Requirements		49
Elective		6
	Total Credits Earned:	<b>123-120</b>

### Graphic Arts

Lower Division Requirements		Credits
FA 106 Color Theory		3
FA 107 3D Design		3
FA 112 2D Design		3
FA 115 Drawing I		3
FA 181 Digital Photography and Image Editing I		3
ARH 211 Survey of Native American Art		3
ARH 213 Survey of World Art, Prehistoric to 1500		3
ARH 214 Survey of World Art, 1500 to Present		3
GD 110 Graphic Design I		3
GD 211 Publication Design I		3
GD 212 Digital Media I		3
GD 213 Web Design I		3
	Program Credits:	36

Semester V		Credits
FA 315 Drawing III		3
GD 310 Graphic Design III		3
GD 312 Digital Media II		3
GD 314 Drawing III		3
	Program Credits:	12

Semester VI		Credits
ARH 315 History of Graphic Design		3

Semester VI		Credits
GD 311 Publication Design II		3
GD 313 Web Design II		3
GD 315 Typography II		3
	Program Credits:	12

Semester VII		Credits
ARH 413 Contemporary American Indian Masters		3
FA 415 Advance Drawing		3
FA 491 Capstone		3
GD 410 Graphic Design IV		3
	Program Credits:	12

Semester VII		Credits
FA 495 Senior Project II		4
FA 496 Senior Portfolio Development		4
FA 497 Museum Internship		4
	Program Credits:	12

Degree Earned		Credits
General Education		38-41
Lower Division Requirements		36
Upper Division Requirements		49
	Total Credits Earned:	<b>124-127</b>

### Navajo Silversmithing

Lower Division Requirements		Credits
FA 106 Color Theory		3
FA 107 3D Design		3
FA 112 2D Design		3
FA 115 Drawing I		3
FA 215 Drawing II		3
ARH 211 Survey of Native American Art		3
ARH 213 Survey of World Art, Prehistoric to 1500		3
ARH 214 Survey of World Art, 1500 to Present		3
NCA 132 Navajo Cultural Arts Material & Resource		3
	Program Credits:	27

Junior Semester I		Credits
ARH 313 Contemporary Issues in Art		3
CA 308 Intermediate Navajo Silversmithing		3
FA 315 Drawing III		3
	Program Credits:	9

Junior Semester II		Credits
ARH 413 Contemporary American Indian Masters		3
FA 415 Advance Drawing		3
CA 340 Business Planning & Marketing for the Arts		3
CA 408 Advanced Navajo Silversmith		3
	Program Credits:	12

Senior Semester III		Credits
CA 418 Lapidary and Inlay		3

## Degree Programs

Senior Semester III	Credits
FA 445 Life Drawing	3
FA 491 Capstone	3
FA 494 Senior Project I	4
Program Credits:	13

Senior Semester IV	Credits
FA 495 Senior Project II	4
FA 496 Senior Portfolio Development	4
FA 497 Museum Internship	4
Program Credits:	12

Cultural Arts Lower Core Foundation Req.	Credits
CA 108 Introduction to Navajo Silversmithing	3
CA 208 Foundations of Navajo Silversmithing	3
NCA 130 Navajo Cultural Arts Selling Practices	3
or	
NCA 136 Navajo Cultural Arts Business Systems	3
Program Credits:	9

Degree Earned	Credits
General Education	40-43
Lower Division Requirements	27
CA Lower	9
Upper Division Requirements	46
Total Credits Earned:	<b>122-124</b>

### Navajo Weaving

Lower Division Requirements	Credits
FA 106 Color Theory	3
FA 107 3D Design	3
FA 112 2D Design	3
FA 115 Drawing I	3
FA 215 Drawing II	3
ARH 211 Survey of Native American Art	3
ARH 213 Survey of World Art, Prehistoric to 1500	3
ARH 214 Survey of World Art, 1500 to Present	3
NCA 132 Navajo Cultural Arts Material & Resource	3
Program Credits:	27

Junior Semester I	Credits
ARH 313 Contemporary Issues in Art	3
CA 305 Wool Processing I	3
FA 315 Drawing III	3
Program Credits:	9

Junior Semester II	Credits
ARH 413 Contemporary American Indian Masters	3
FA 415 Advance Drawing	3
CA 340 Business Planning & Marketing for the Arts	3
CA 315 Wool Processing II	3
Program Credits:	12

Senior Semester III	Credits
CA 405 Advanced Navajo Weaving	3
FA 445 Life Drawing	3
FA 491 Capstone	3
FA 494 Senior Project I	4
Program Credits:	13

Senior Semester IV	Credits
FA 495 Senior Project II	4
FA 496 Senior Portfolio Development	4
FA 497 Museum Internship	4
Program Credits:	12

Cultural Arts Lower Core Foundation Req.	Credits
CA 105 Introduction to Navajo Weaving	3
CA 205 Foundations of Navajo Weaving	3
NCA 130 Navajo Cultural Arts Selling Practices	3
or	
NCA 136 Navajo Cultural Arts Business Systems	3
Program Credits:	9

Degree Earned	Credits
General Education	40-43
Lower Division Requirements	27
CA Lower	9
Upper Division Requirements	46
Total Credits Earned:	<b>122-124</b>

### 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), liná (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.

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 Social and Behavior (based on the College's 2015-2016 or more recent catalog). Any other Associate degree will require students to take additional

## Degree Programs

course that meets requirements of Diné College's A.A. in Social and Behavioral Sciences.

- Completion of the following courses
  - PSY 111 Introduction to Psychology
  - PSY 213 Statistics
  - PSY 290 Research Methods
  - ANT 201 Ethnographic Methods
  - ANT 225 or HST 234 or SOC 215

Two 200-level Navajo Language Courses based on Placement Test	Credits
NAV 201 or 202 or 211 or 212 or 231 or 289	3-4
NAV 201 or 202 or 211 or 212 or 231 or 289	3-4
Program Credits:	6-8

Degree Earned	Credits
General Education	40-43
Lower Division Requirements	23
Upper Division Requirements	64
Total Credits Earned:	<b>125-127</b>

Lower Division Requirements	Credits
Choice of two (2): Any SBS 200 including SOC 210, SOC 225, HST 245, HST 256 or SWO level	6
PSY 111 Intro to Psychology	3
PSY/MTH 213 Statistics	4
PSY 290 Research Methods	4
ANT 201 Ethnographic Methods	3
ANT 225 or HST 234 or SOC 215	3
Program Credits:	23

Junior Semester I	Credits
PSY 200 Decolonization and Resilience	3
PSY 202 Career Explorations in Psychology	2
PSY 211 Intro to Navajo Psychology	3
PSY 240 Human Growth and Development	3
PSY 291 Introduction to Counseling	3
Program Credits:	14

Junior Semester II	Credits
NIS 311 Intro to Navajo Holistic Healing	3
NIS 371 Navajo Philosophy	3
PSY 241 Abnormal Psychology	3
PSY 250 Social Psychology	3
PSY 255 Intro to Physiological Psychology	3
Program Credits:	15

Senior Semester III	Credits
9 Credit hours must be 300 level PSY courses	9
PSY 413 Advanced Indigenous Research	4
Program Credits:	16

Senior Semester IV	Credits
9 Credit hours must be 300 level PSY courses	9
PSY 497 Advanced Reading in Psychology or PSY 498 Undergraduate Research or PSY 499 Fieldwork Experience	4
Program Credits:	13



# Degree Programs

## BACHELOR OF SCIENCE DEGREE PROGRAMS

### Bachelor of Science in Agricultural (B.S)

The Bachelor of Science in Agricultural Science works to support, promote and develop advanced agriculture education in a way that encourages Navajo farming, ranching and agribusiness, protects the well-being of people, plants, animals and the environment while safeguarding commerce, consumers, health and natural resources and giving the opportunity for student advancement and advanced education in the agricultural sciences.

### 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, CHM 151, 152, 300, or 301, PHY110, 111; MTH 190, and either 213, or 191.

#### Four-Year BS Biology Program

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

Lower Level Requirements	Credits
BIO 182 General Biology II	4
CHM 152 General Chemistry II	4
MTH 190 Pre-Calculus	4
MTH 213 Statistics	4
and/or	
MTH 251 Calculus for Life Sci and Bus	4
or	
MTH 191 Calculus I	4
PHY 110/111 Physics I and II	4,4
or	
PHY 121/PHY 131 Calculus-Based Physics I & II	4,4
Program Credits:	64-69

Junior Semester I	Credits
CHM 301 General Organic Chemistry	5
or	
Optional elective: (any 200 to 400 level AGR, BIO, ENV, GLG, PSY, PUH, NAV 231)	3-4
BIO 201 Human Anatomy and Physiology I	4
and/or	
BIO 385 Comparative Invertebrate Zoology	4
BIO 326 Ecology	4
BIO 365 Writing in the Biological science	3
Program Credits:	14-20

Junior Semester II	Credits
CHM 300 Fundamental Organic Chemistry	4

Junior Semester II	Credits
or	
CHM 302 General Organic Chemistry II	4
BIO 370 Vertebrate Zoology	4
BIO 351 Developmental Biology and/or BIO 284 Plant Biology	3 or 4 or 7
and/or	
BIO 202 Human Anatomy and Physiology II	4
BIO 340 General Genetics	4
Program Credits:	15-23

Senior Semester III	Credits
CHM 360 Fundamental Biochemistry	3
BIO 415 Plant Taxonomy and/or AGR 323 Molds & Mushrooms	4 or 3 or 7
and/or	
BIO 425 Animal Physiology	4
BIO 344 Cellular and Molecular Biology	4
BIO 205 Microbiology	4
Program Credits:	15-23

Senior Semester IV	Credits
BIO 498 Senior Seminar 1	1
BIO 499 Contemporary Developments	3
BIO 426 Plants and Climate	3
and/or	
BIO 320 Human Pathophysiology	4
BIO 435 Evolutionary Biology	3
Optional elective: (any 200 to 400 level AGR, BIO, ENV, GLG, PSY, PUH, NAV 231)	3-4
Program Credits:	10-21

Degree Earned	Credits
Lower Division Requirements	24-48
Upper Division Requirements	54-83
Total Credits Earned:	<b>118-156</b>

### 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 available in full at all campuses and centers of the College. 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
BIO 201 Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II	4
HEE 111 Personal and Community Health	3



## Degree Programs

Lower Division Requirements	Credits
MTH 213/PSY 213 Statistics	4
PUH 111 Introduction to Public Health	3
PUH 141 Nutrition of Health or PUH 241 Human Nutrition or BIO 205 Microbiology	3-4
PUH 170/BIO 170 Medical Terminology	3
PUH 200 Principles of Health Education	3
PUH 280 Implementation & Evaluation of Public Health Intervention	3
Program Credits:	30-31

Junior Semester I	Credits
NIS 371 Navajo Philosophy	3
or	
NIS 294 Diné Education Philosophy I	3
PSY 240 Human Growth and Development	3
PUH 275 Health Services and Policy	3
PUH 370 Community Health Assessment and Planning	3
PUH 391 Seminar in Public Health	3
Program Credits:	15

Junior Semester II	Credits
NIS 311 Introduction to Navajo Holistic Healing	3
PUH 300 Health and Human Diseases	3
PUH 350 Global Indigenous Health	3
PUH 380 Implementation & Eval of PH Intervention	3
PUH 395 Introduction of Epidemiology	3
Program Credits:	15

Senior Semester III	Credits
PUH 345 Theories of Health Behavior	3
PUH 355 Health Disparities	3
PUH 360 American Indian, Maternal, Child, & Sexual Health	3
PUH 490 Public Health Research Methods	4
Program Credits:	13

Senior Semester IV	Credits
NAV 231 Medical Terminology of the Navajo	3
PUH 385 Mental Health Issues in Public Health	3
PUH 497 Public Health Research Methods Practicum	3
PUH 498 Indigenous Research Methods	4
Program Credits:	13

Degree Earned	Credits
General Education	39-40
Lower Division Requirements	30-31
Upper Division Requirements	56
Total Credits Earned:	<b>125-127</b>

### 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 Tsaille 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 Level Requirements	Credits
MTH 213 Statistics	4
MTH 190 Pre-Calculus	4
MTH 191 Calculus I	4
MTH 192 Calculus II	4
MTH 210 Discrete Mathematics	3
CSC 150 Programming Fundamentals	3
EDU 200 Foundation of Education	3
EDU 297 Practicum in Education	1
Program Credits:	26

Junior Semester I	Credits
EDU 362 Intergrated Teaching Method I	3
MTE 401 Methods for Teaching Secondary School Math I	3
MTH 220 Calculus III	4

## Degree Programs

Junior Semester I	Credits
MTH 225 Elementary Linear Algebra	3
MTH 318 Introduction to Number Theory	3
Program Credits:	16

Junior Semester II	Credits
EDU 240 Intro to Special Education	3
EDU 353 Diversity in Navajo & Amer Indian	3
EDU 475 Methods Language Div Students II	3
MTE 402 Methods Teach Second Math II	3
MTH 365 Modern Geometry	3
Program Credits:	15

Senior Semester III	Credits
EDU 352 Methods Teaching DEP in B-12	3
EDU 361 Methods for Lang Diverse Students I	3
EDU 477 Integrated Teaching Methods II	3
MTH 221 Ordinary Differential Equations	3
MTH 442 History and Philosophy of Math	3
Program Credits:	15

Senior Semester IV	Credits
EDU 496 School Law	2
EDU 498 Student Teaching	8
EDU 499 Diné Education Seminar	2
Program Credits:	12

Degree Earned	Credits
Lower Division Requirements	65-67
Upper Division Requirements	58
Total Credits Earned:	<b>123-125</b>

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

Courses include Diné College specialized courses in education and science, and also standard required courses in secondary teacher preparation and science disciplines. In science, the course surveys 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 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 prerequisite for the program are met: BIO 181, 182, CHM 151, 152, 300 or 301, PHY 110; MTH 190, and either 213 or 191. 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 Tsailé 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 Level Requirements	Credits
BIO 182 General Biology II	4
CHM 152 General Chemistry II	4
MTH 190 Pre-Calculus	4
MTH/PSY 213 Statistics	4
and/or	
MTH 251 Calculus for Life Science and Bus	4
or	
MTH 191 Calculus I	4
EDU 200 Foundation of Education	3
EDU 297 Practicum in Education	1
GLG 101 Indigenous Physical Geology	4
PHY 110 Physics I	4
Program Credits:	28-32

Junior Semester I	Credits
BIO 326 Ecology	4
BIO 365 Writing in the Biological Sciences	3
EDU 240 Introduction to Special Education	3
EDU 353 Diversity in Navajo and American Indian Education	3
EDU 361 Methods for Language Diverse Students	3
Program Credits:	16

Junior Semester II	Credits
BIO 435 Evolution Biology	3
and/or	
BIO 340 General Genetics	4
and/or	
BIO 284 Plant Biology	4
BIO 370 Vertebrate Zoology	4
CHM 300 Fundamental Organic Chemistry	4
EDU 362 Integrated Teaching Methods I	3
EDU 475 Methods for Lang Diverse Students II	3
Program Credits:	17-21

Senior Semester III	Credits
BIO 344 Cellular and Molecular Biology	4
BIO 415 Plant Taxonomy	4
and/or	
BIO 284 Plant Biology	4
and/or	3
BIO 425 Animal Physiology	4
EDU 352 Methods Teaching DEP in B-12	3
EDU 477 Integrated Teaching Methods II	3
Program Credits:	14-22

Senior Semester IV	Credits
EDU 496 School Law	2
EDU 498 Student Teaching	8

## Degree Programs

Senior Semester IV	Credits
EDU 499 Diné Education Seminar	2
Program Credits:	12

Degree Earned	Credits
Lower Division Requirements	67-72
Upper Division Requirements	59-71
Total Credits Earned:	<b>126-143</b>

## Course Descriptions

### Course Title and Prefix Code

Course Title	Course Code
Accounting	ACC
Agriculture	AGR
Anthropology	ANT
Art Education	ARE
Art History	ARH
Astronomy	AST
Biology	BIO
Bi-Lingual Education	BLE
Business and Office Administration	BUS
Cultural Arts	CA
Chemistry	CHM
Certified Medical Assistant	CMA
Communication	COM
Computer Information System	CIS
Computer Science	CSC
Early Childhood Education	ECE
Economics	ECO
Education	EDU
Engineering	EGR
English	ENG
Environmental Science and Technology	ENV
Educational Professional Development	EPD
Fine Arts	FA
Graphic Design	GD
Geology	GLG
Health Education	HEE
History	HST
Humanities	HUM
Management	MGT
Marketing	MKT
Mathematical Education	MTE
Mathematics	MTH
Music	MUS
Navajo Language	NAV
Navajo Cultural Arts	NCA
Navajo and Indian Studies	NIS
Physical Science	PHS
Physics	PHY
Political Sciences	POS
Psychology	PSY
Public Health	PUH
Sociology	SOC
Social Science	SSC
Social Work	SWO
Theatre	THR



# Course Descriptions

## **ACCOUNTING (ACC)**

### **ACC 100 Fundamentals of Accounting (3)**

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 also 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.

### **AGR 300 Farm and Management/Bookkeeping (3)**

*Prerequisite:* ENG 101, MTH 110 or equivalent

This course sets the foundation of recordkeeping, and bookkeeping skills as it relates to farming and ranching operations. Students will learn to apply these skills to analyze operation management decisions.

### **AGR 301 Introduction to Meat Science and Processing (1)**

*Prerequisite:* AGR 215 or instructor's permission

Fundamental aspects of the meat and poultry industry. Lecture topics and field trip will include the nutrient value of meat and eggs, meat processing and preservation, meat and egg safety, muscle structure and contraction, slaughter and processing of beef, lamb, pork, poultry, sausage and bacon manufacture, meat curing, meat cookery and muscle and bone anatomy.

### **AGR 302 Farm Value-Added Production (3)**

*Prerequisite:* ENG 101

The student will learn to add the value of a product by transforming a product from its original state to a more valuable product. The course will ensure examples that are applicable to Navajo traditional crops and livestock products. Examples are corn processed in steam corn, fruit product made into jams/jellies or herbs used in soaps. This course will briefly touch on food safety and state regulation and permitting.

### **AGR 303 Beekeeping (3)**

*Prerequisite:* ENG 101, BIO 284

The biology of honey bees and the craft of apiculture will be examined by exploring the natural history, biogeography, and ecology of honey bees. Honey bee anatomy, physiology, colony social structure, pests/diseases, pollination ecology, management and current topics in bookkeeping will be discussed.

### **AGR 304 Forage and hay production (1)**

This course will concentrate on forage production, adaptation, sustainable agriculture use, seed production, harvest, livestock utilization and storage. The course will cover grasses and legumes species.

### **AGR 305 Industrial Hemp Production (1)**

The course serves as an introduction to the botany, agronomy, history and use of the hemp plant for food, fiber, and building products.

### **AGR 311 Principles of Animal Nutrition (3)**

The student will learn the components of an animal's diet and understand the nutrition requirements of a balanced diet. Students will also be able to explain how specialist feeders obtain their nutrition. This will include the effects of nutritional disorders and deficiencies. The student will focus on the main component of animal feeds and examine the source structure and function of the major nutrients, nutritional value, and the detrimental effect of dietary imbalances.

### **AGR 313 Agricultural Genetics (3)**

*Prerequisite:* BIO 181 and 182

Agricultural Genetics addresses the fundamental principles of reproduction, variation, and heredity in plants and animals and uses these principles to explore the phenotypic modification of economically important crops and livestock.

### **AGR 323 Mushroom and Molds (3)**

*Prerequisite:* ENG 101, BIO 284

An overview of how organisms in the Kingdom Fungi (mushrooms, molds, yeasts, rusts, mildews) impact individuals and society. Content will include contemporary and historical contributions of fungi or fungal products as they relate to food, medicine, religion, famine, industry, and basic science, and how these contributions have changed the way we live, the quality of our lives, and cultural development.

### **AGR 325 Agro Ecology: Plants and Animals (3)**

*Prerequisite:* BIO 181, 182, 284

The course is designed to introduce various topics of Agroecology including Diné Food Sovereignty, traditional and organic farming,



## Course Descriptions

plant and animal production, energy, pest management, specialized and controlled environment agriculture and sustainable practices. Alternative agriculture offers society a variety of management practices tending towards sustainable or even regenerative agro-ecosystems, as a response to conventional modes of food, fiber and fuel production that provoke environmental degradation. The class will consist of one one-hour lecture and on three four-hours laboratory each week during which students will either be in the field or in the computer laboratory.

### **AGR 350 Livestock Production Management I (3)**

The course develops entry-level skills and knowledge in the production and management of meat and fiber livestock and businesses development, such as production agriculture, shows, breeding and sales. The primary instruction will be in areas of health care, economics and management issues facing the beef, small ruminant and swine livestock industries.

### **AGR 355 Livestock Production Management II (3)**

The course develops entry-level skills and knowledge in the production and management of meat, dairy and fiber livestock, equine and poultry and businesses development, such as production agriculture, shows, breeding and sales. The primary instruction will be in areas of health care, economics and management issues facing the dairy, equine and poultry industries.

### **AGR 363 Soils, Hydrology, and Crops (3)**

*Prerequisite: ENG 101, BIO 284*

This course is designed to introduce various topic of soils, hydrology, and drought-resilient agricultural systems. This course is a qualitative introduction to the dynamics of soil and water, and their relationship to land use, plant growth, environmental quality, and society/culture. Emphasis will be on restoring farm and ranch ecosystem health, soil growth, and drought-resistant management techniques.

### **AGR 373 Fruit and Vegetable Production I (3)**

*Prerequisite: ENG 101, BIO 284, AGR 363*

The objective of this course is to provide the student with a basic understanding of fruit and vegetable production. Emphasis will be placed on production regions, biology, soils, nutrition, types of fruits and vegetables, site selection and planting, fruit and vegetable quality factors, propagation, pruning, pollination, flowering and fruit set, horticultural production practices and career opportunities.

### **AGR 408 Field Work Experience (1-12)**

Supervised field experience in an appropriate natural resource agency, organization or agribusiness.

### **AGR 411 Conservation Planning (3)**

*Prerequisites: Ninety (90) credit hours. Twenty-four (24) credit hours of upper-division courses in Agricultural Science.* This course introduces students to the understanding of natural resources conservation issues and concerns to allow them to develop conservation plans necessary to improve natural resource conditions applicable to tribal lands. Students will understand Soil, Water, Air, Plant, and Animal resource problems and have the opportunity to establish objective solutions and alternative method to implement the plans. In addition, learn the nine steps of the United States Department of Agriculture Natural Resource Conservation Service Natural Resource Planning Process.

### **AGR 433 Plant Pathology (3)**

*Prerequisite: ENG 101, BIO 284*

This course introduces the basic concepts of plant disease biology and control, covering disorders caused by fungi, viruses, bacteria, and nematodes, as well as the role of environmental factors in contributing to the development of epidemics. Other topics include the mechanisms by which these factors induce disease, the interactions between disease agents and their hosts, disease spread, prevention, and management, and the human and environmental costs of plant diseases.

### **AGR 460 Animal Health and Disease (3)**

*Prerequisite: ENG 101, AGR 210*

Fundamental aspects of Animals in health and disease. Lecture topics will include an overview of animal health and the disease, which lead to unhealthy animals. The primary focus is on infectious, non-infectious and parasitic diseases common to farm animals and those that occasionally crossover to human populations. The diagnosis, management and control of animal disease, treatment and prevention are included.

### **AGR 465 Animal Breeding and Reproduction (3)**

*Prerequisite: Required BIO 425*

Fundamental aspects of livestock reproduction. Lecture topics will include the value of managed breeding, reproduction technologies, using medical intervention to improve farm economics, discussion of artificial insemination and embryo transplant, using CIDRS in cattle and sheep, how to use current technology to breed livestock out of season, basics of resolving obstetric emergencies and learning when to request advance Veterinary assistance.

### **AGR 473 Fruit and Vegetable Production II (3)**

*Prerequisite: AGR 373*

A continuation Fruit and Vegetable Production I, with an emphasis on vegetable and fruit harvest and postharvest topics. This course covers the biological principles involved in harvesting, grading, packaging, transportation, and marketing horticultural crops, and their effects on quality maintenance. Commercial postharvest practices are described and explained in relation to general procedure and technology as well as the recommended postharvest best handling practices and optimum postharvest conditions for different types or horticultural crops.

### **AGR/PUH 493 Food Safety and HACCP; From Farm to Table (4)**

*Prerequisite: AGR 301, 373, or instructor's permission. Recommended: BIO 205*

Fundamental aspects of Food Safety and foodborne disease/adulteration/contamination Prevention. Lecture topics and field trip will include the HACCP (Hazard Analysis and Critical Control Point) system for reducing the risk of safety hazards in food production, coverage of production, fresh and processed foods, plants and plant derived products, animal products and eggs into products safe and suitable for human consumption, and what can be done to prevent adulteration by drugs and chemical contamination.

### **AGR 498 Senior Thesis I (2)**

*Prerequisite: Ninety total credits. Twenty-four credits of upper-division courses in Agricultural Science. Exceptions: by approval of the Agricultural Science Baccalaureate.*

Senior Thesis I is a capstone course where students design, present and initiate a senior research project. The project typically investigates an agricultural process and involves production of an agricultural product.

### **AGR 499 Senior Thesis II (2)**

*Prerequisite: AGR 498*

Senior Thesis II is the second course of a two-course capstone project where students complete a senior research project. The project typically investigates an agricultural process and involves production of an agricultural product. Students must present the results of their projects publicly.

## **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).

# Course Descriptions

## **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 teachers who have teaching certificate from the State of New Mexico and Arizona. 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. Course covers teaching strategies, learning environments, teaching sources and use of technology in Elementary setting. New Mexico and Arizona State Board of Education Teaching Standards will be emphasized.

## **ART HISTORY (ARH)**

### **ARH 110 Art Appreciation (3)**

*Prerequisite: 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: 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: 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: 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, liná and Siihasin as a process for learning.

### **ARH 315 History of Graphic Design (3)**

*Prerequisites: 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

## Course Descriptions

man, Allan Houser, Fritz Scholder, T.C. Cannon and other American Indian Masters. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná and Siihasin as a process for learning.

### **ASTRONOMY (AST)**

#### **AST 100 Fundamentals of Astronomy (4)**

*Prerequisite: 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)**

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 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/CMA 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: 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 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 micro-organisms 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 284 Plant Biology (4)**

*Prerequisite: BIO 181 and 182*

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-hours laboratory per week.

#### **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*  
Writing component for BIO 205L Microbiology Lab and BIO 326L Ecology Lab.

#### **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. Four lecture and laboratory.

#### **BIO 326 Ecology (4)**

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



## Course Descriptions

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)**

*Prerequisites: BIO 181, CHEM 152.*

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)**

*Prerequisites: 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 sciences.

### **BIO 370 Vertebrate Zoology (4)**

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

This course is a study of the evolution, diversity, distribution, and ecology of the vertebrates. This course 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)**

*Pass/Fail; 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 tissues, 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 Principles 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. No repeat limit.

### **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. 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.*



## Course Descriptions

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 equips 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 primary emphasis 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 various 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 1 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.

# Course Descriptions

## **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 integrate 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 Teachings (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 examines 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 viewpoints 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: BUS 143, 124, 141.*

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)**

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)**

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)**

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.

# Course Descriptions

## **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' 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)**

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/NCA 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 an addition to the origin, purposes, philosophy and historical development of weaving from the Diné perspective

### **CA/NCA 108 Introduction to Introduction Navajo Silversmithing (3)**

*Note:* Cross-listed with NCA 108.

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 the silversmithing to Navajo culture and how symbolism and story can be portrayed both in design and through verbal and written communication.

### **CA/NCA 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 patterns and warping.

### **CA/NCA 208 Foundations Navajo Silversmithing (3)**

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

Students will learn response and casting methods as they relate to Navajo silversmithing. Students will improve upon skills acquired in



## Course Descriptions

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 408.

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)**

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)**

*Prerequisite:* CHM 151.

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 301. 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 300 or 301.

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



# Course Descriptions

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 and 105.

Mid-program Review and Exam: 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)**

*Prerequisite:* CMA 160/BIO 160, CMA 170/BIO 170, CMA 103, 104, 105, Exam 1, 107, 108, 109, 110, and 111.

Final Exam: 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 1 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.

## **CMA/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..

## **COMMUNICATION (COM)**

### **COM 121 Speech Communication (3)**

*Prerequisite:* ENG 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)**

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.

## **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)**

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. Three hours lecture and two hours laboratory per week.

### **CSC 170 Web Programming Fundamentals (4)**

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.

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. Three hours lecture and two hours laboratory per week.

### **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/

## Course Descriptions

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.

### **DINÉKEHJ, NAHAGA BINAHOAH**

#### **DNB 100 Ethics Training (3)**

This course will teach the ethics portion of Sa'ah Naaghai Bihé 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 dos 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 Diné Spirituality (3)**

*Prerequisite: Instructor's permission.*

Survey of Diné logic, reason, belief, and practice. Based on Sa'ah Naaghai Bihé 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 Naayhéé.

### **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, and 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

## Course Descriptions

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 examining both developing and Native Nations' economies. Topics include theories of economic development: Marxist theory, Classical theory, Rostov's takeoff theory, savings, investment and capital accumulation. Also the course examines economic issues facing Native Nation' due to their unique relationship with Federal and State governments.

### **EDUCATION (EDU)**

#### **EDU 200 Foundations of Education (3)**

*Prerequisite: ENG 101, NAV 101 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, liná, 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



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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 and 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 Naagháí Bik'eh Hózhóón principles; to help pre-service teachers understand how students in K-8 think



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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 bi-literacy 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)**

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 101 College Composition I (3)**

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)**

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: Must 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

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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)**

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: Instructor's permission.*

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)**

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 soil-water-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.

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## **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 map-making. 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.



## Course Descriptions

### **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, Snap seed, Stackable, Mixtures. One-hour laboratory per week.

### **FA 190 Painting I (3)**

*Prerequisite: FA 106 or Instructor's permission.*

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 Diné epistemology Nitsáhákees, Nahat'á, liná and Siihasin 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: FA 381.*

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)**

*Prerequisite: FA 390.*

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, lina and Sihasin, which are processes found in all aspects of nature. Students will understand the self through the teachings of Naay-ee'ee'ehgo Na'nitin (protection way teachings) and Hozhoojikehgo Na'nitin (blessing way teachings). One-hour laboratory per week.

### **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, lina 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

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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 synthesis 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, liná and Siihasin as a process for learning.

### **FA 494 Senior Project I (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, liná, Siihasin as a process for learning.

### **FA 495 Senior Project II (4)**

*Prerequisite: All core foundation studio arts courses, FA 494.*

A practicum studio art course. This course is a continuation of FA 494, Senior Project I. This course is intended to allow Bachelor of Fine Arts senior students to complete their written thesis from FA 494. This course use the Diné epistemology Nitsahakess, Nahat'a, lina and Sihasin as a process for learning. Three hours lecture, three hours of laboratory per week.

### **FA 496 Senior Portfolio Development (4)**

*Prerequisite: All core foundation studio arts courses, 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, liná 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, liná 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 210 Graphic Design II (3)**

*Prerequisite: GD 110*

Continuation of the principles and theory of graphic design. Includes digital media and page layout. Emphasis upon standard industry graphics software (Adobe). 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 hours 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)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: 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.

# Course Descriptions

## **GEOLOGY (GLG)**

### **GLG 101 Indigenous Physical Geology (4)**

*Prerequisite: 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)**

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



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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

# Course Descriptions

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)**

*Prerequisites: ENG 101, ACC 100, and either ECO 200 or 201. Prerequisite: ENG 101 for Fine Art Majors only.*

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)**

### **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.*

This course is a continuation of MTE 401.

### **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 100 Intermediate Algebra (3)**

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)**

It will cover Fractions, Decimals, Real Numbers, Percentage, Linear Equations, Polynomials, Factorings, Rational Expressions System of Linear Equations, Radicals. This course meets for three hours lecture and three hours laboratory (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 vari-

# Course Descriptions

ables 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 251 Calculus for Life Science and Business (4)**

*Prerequisites:* Minimum grade of 'C' 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.

## **MTH 318 Introduction to Number Theory (3)**

*Prerequisite:* MTH 191 with a grade of 'C' or better.

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.

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)**

*Prerequisite:* Placement by Exam.

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 103 First Level Navajo Immersion (4)**

*Prerequisite:* Placement by Exam.

First semester course, aimed at developing and improving listening comprehension, speaking, reading and writing skills, with an emphasis on a strong foundation of speaking. Meets daily, taught partially, and increasingly through immersion. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

### **NAV 104 First Level Navajo Immersion II (4)**

*Prerequisite:* NAV 103 or 102 or Placement by Exam..

Continuation of NAV 103. This course strengthens and improves listening comprehension, speaking, reading and writing skills, with an emphasis on a strong foundation of speaking. Meets daily, taught primarily in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

### **NAV 140 Introduction to Navajo Public Speaking (4)**

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)**

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

### **NAV 351 Teaching Navajo as a Second Language (4)**

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.

Introductory linguistics course covering basic concepts in sociolinguistics, psycholinguistics, syntax, phonology, and morphology. Navajo is used for concrete exemplification.

### **NAV 391 Navajo Descriptive and Narrative Writing (3)**

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)**



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*Prerequisites: NAV 389 and 391.*

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

## **NAVAJO CULTURAL ARTS (NCA)**

### **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/CA 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/CA 108 Introduction to Navajo Silversmithing (3)**

*Note: Cross-listed with CA 108.*

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

### **NCA 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.

### **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)**

*Prerequisite: NCA 101.*

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)**

*Prerequisite: NCA 103*

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/CA 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)**

*Prerequisites: NCA 105 or CA 105.*

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)**

*Prerequisite: NCA 107*

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/CA 208 Advanced Navajo Silversmithing (3)**

*Prerequisite: NCA 108. Note: Cross-listed with CA 208.*

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 of 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:

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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 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 Herbolgy (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 315 Diné Critical Thinking and Writing (3)**

This course will integrate critical thinking by emphasizing the importance of developing self-awareness and increasing knowledge of how Diné thinking and behavior impacts feelings, thoughts and action. The course emphasizes critical thinking and intensive writing.

### **NIS 320 Diné Bina'nitin Values and Ethics (3)**

This course examines Diné bina'nitin way of life on values and ethical expectations.

### **NIS 340 Diné Traditional and Contemporary Leadership (3)**

This course examines Diné traditional leadership under Naat'chid/Naachi' system, community clan leadership, which depends on divine intervention by making sacred offerings for effective leadership. The course also examines contemporary leadership, which promotes identity.

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### **NIS 350 Diné Spirituality (3)**

This course will examine Diné Spirituality, a way-of-life, application of sacredness of being; Diyin k'ehgo iiná. Axiology (alch'j' naazlá), Epistemology (hoł bééhózinígíí) and Metaphysics (bee jiiánígíí).

### **NIS 360 Diné Economic Systems (3)**

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

### **NIS 361 Diné Cultural Resource Management (3)**

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)**

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 traditional 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 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. The 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. T'áá Dinék'ehjí ak'e'elchí éé'deetjín dóó óhoo'aah biniyí na'adá naaltsoos bikáa'go naaltsoos ázhdoolíí.

### **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 students writing ability. This class will ultimately guide you through the phase for your senior capstone project until completion. T'áá Dinék'ehjí ak'e'elchí éé'deetjín dóó óhoo'aah biniyí na'adá naaltsoos bikáa'go naaltsoos ázhdoolíí.

### **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. T'áá Dinék'ehjí ak'e'elchí éé'deetjín dóó óhoo'aah biniyí na'adá naaltsoos bikáa'go naaltsoos ázhdoolíí.

### **PHYSICAL SCIENCE (PHS)**

#### **PHS 110 Principles of Physical Science (4)**

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: Instructor's permission.*

A conceptual introduction to physics utilizing minimal mathematics.



## Course Descriptions

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 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 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 I (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/NIS 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.*

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 Naaghái 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/MTH 213 Statistics (4)**

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

# Course Descriptions

*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/SWO 290 Research Methods (4)**

*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 301 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)**

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

Human information processing, including memory, perception, attention, problem solving, decision making, knowledge representation, abstract concepts, 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. Students 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

## Course Descriptions

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 Advanced Reading in Psychology (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)**

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:* 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)**

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 *liná*).

### **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, PUH/BIO 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.



## Course Descriptions

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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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)**

*Prerequisites:* 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 Siihasin). 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)**

*Prerequisites:* 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

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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/AGR 493 Food Safety and HACCP; From Farm to Table (4)**

*Prerequisites:* AGR 301, 373, or instructor's permission. *Recommended:* BIO 205. Fundamental aspects of Food Safety and foodborne disease/adulteration/contamination Prevention. Lecture topics and field trip will include the HACCP (Hazard Analysis and Critical Control Point) system for reducing the risk of safety hazards in food production, coverage of production, fresh and processed foods, plants and plant derived products, animal products and eggs into products safe and suitable for human consumption, and what can be done to prevent adulteration by drugs and chemical contamination.

### **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 so-

ciologists, 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.

# Course Descriptions

## **SPF 416 Theory and Practice in Education Law (1)**

*Prerequisite: Acceptance in the B.A. in Education Program and completion of all 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 (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 270 Culture and Diversity: working with Native Nations (3)**

This course engages students' in understanding the nuances of cultural issues related to human services agencies. It will promote cross-cultural sensitivity engaging social injustice. It will provide specific insight in working with Native Nations and increasing cultural responsiveness with American Indian/Alaskan Native tribes.

### **SWO/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.

### **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.

## **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.



## School of Business & Social Science

### Christine Ami, Instructor

Ph.D., University of California at Davis, Native American Studies  
M.A., University of Maryland, Spanish Language & Literature  
B.A., Rowan University, Spanish

### Jeremiah W. Barber, Instructor

M.A., Argosy University, Forensic Psychology  
B.A., University of New Mexico, Psychology

### Manasseh C. Begay, Instructor

M.S.W., New Mexico Highlands University, Social Work  
B.L.A., University of New Mexico, Liberal Arts

### Marius Begay, Instructor

M.A., Northern Arizona University, History  
B.A., Northern Arizona University, History

### Patrick Blackwater, Instructor

M.G.M., Arizona State University, Global Management  
M.S., Grand Canyon University, Leadership  
B.A., Grand Canyon University, Business Management

### Bruce Bradway, Associate Professor

Ph.D., Waldan University, Psychology  
M.S., Wabaash College, International Relations  
M.S., Wabaash College, Psychology

### James Denney, Instructor

M.B.A. University of Guam, Business Administration  
B.B.A. University of Guam, Finance and Economics

### Juanita Fraley, Instructor

M.B.A., Gonzaga University, Business Administration  
B.A., University of Northern Colorado, Business Teacher Education  
B.S. University of Northern Colorado, Office Administration

### Miranda J. Haskie, Instructor

Ed.D., Fielding Graduate University, Educational Leadership  
M.A., New Mexico State University, Sociology  
B.A., Fort Lewis College, Bicultural Studies  
B.A., University of New Mexico, Sociology  
A.A., Diné College, Navajo Language

### Brian King, Associate Professor

Ph.D., University of New Mexico, History  
M.A., New Mexico State University, History  
B.A., University of Texas, History

### King Mike, Instructor

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B.A., Fort Lewis College, Business Administration

### Gloria Price, Instructor

M.V.E., Northern Arizona University, Vocational Education  
B.S., Northern Arizona University, Vocational Education  
B.A., Northern Arizona University, Business Administration

### Gregory I Redhouse, Instructor

Ph.D., University of Arizona, American Indian Studies  
M.A., University of Arizona, American Indian Studies  
M.A., University of Arizona, Higher Education  
B.A., University of Arizona, Political Science

### Rosalind Smith, Instructor

MAcc, University of Phoenix, Accountancy  
B.S., Southern Utah University, Accountancy  
A.S., College of Eastern Utah, Business Administration

## School of Diné Studies & Education

### Wilson Aronilth Jr, Professor

Honorary Doctorate, Diné College, Diné Philosophy of Learning  
Honorary A.A.S., Diné College, Navajo Culture

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B.A., Arizona State University, Education  
A.A., Diné College, Education

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M.Ed., Arizona State University, Adult Education: Third World Development  
B.A., Arizona State University, Health and Biological Science

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M.Ed., Doane College, Curriculum & Instruction  
B.A., Prescott College, Education

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B.A., Arizona State University, Education

### Herman Cody, Instructor

Ed.D., Arizona State University, Education  
M.A., Northern Arizona University, Bilingual/Multicultural Ed.,  
B.S., Northern Arizona University, Elementary Ed.  
A.A., University of New Mexico, Recreation/Leadership

### Avery Denny, Instructor

Diné Medicine Man's Association, Inc., Hataahlii

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A.A., Diné College, Navajo Language

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B.S., Arizona State University, Elementary Education

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B.S., University of New Mexico, Elementary Education  
A.S., Diné College, BI/Cultural/Language  
A.A., Diné College, Education

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B.A., Fort Lewis College, Student Structured  
A.A., Diné College, Liberal Arts  
A.A., Diné College, Navajo Language  
A.A., Diné College, Diné Studies

## School of Arts, Humanities & English

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Ed.D., West Virginia University, Educational  
Psychology: Communication in Instruction  
M.A., Brigham Young University, Communication  
B.A., Boise State University, Communication

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Master of Architecture, University of New Mexico  
B.A., Fine Arts, University of New Mexico

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Ph.D., Harvard, History of Architecture  
M.A., Columbia University, Composition. Literature  
B.A., University of Colorado, History

## Emily Green, Instructor

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B.A., Old Dominion University, English

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B.S., Northern Arizona University, Secondary Education

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Ph.D., University of Kansas, Education  
M.A., University of Kansas, Education  
B.A., University of Kansas, English

## Andrew Kwon, Instructor

Ph.D., Oklahoma State University, English  
M.F.A., University of Massachusetts Amherst, English  
B.A., Clark University, History

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Ph.D., Gratz College, Holocaust and Genocide  
M.F.A., Chatham University, Creative Writing  
M.A., Emerson College, Journalism  
B.A., Brigham Young University, Journalism

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B.A., Northern Arizona University

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A.B.D., State University of New York-Buffalo, American Studies/Native American Studies  
M.F.A., Cornell University, Creative Writing/Fiction  
B.A., University of California-Santa Cruz, Literature/Creative Writing  
A.F.A., Institute of American Indian Arts, Creative Writing

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M.S., Ohio University, Journalism  
M.A., Ohio University, Applied Linguistics/TESOL  
B.F.A., Ohio University, Theater

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B.A., University of New Mexico, English & Native American Studies

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B.A., Goddard College, Writing

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B.F.A., Institute of American Indian Arts, Creative Writing  
A.S., College of Eastern Utah, Liberal Arts

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M.Ed., Northern Arizona University, Bilingual & Multicultural Education.  
B.A., University of Arizona, Theatre Arts

## Don Whitesinger, Associate Professor

M.A.T., Rhode Island School of Design  
B.A., Arizona State University, Studio Arts  
A.A., Institute of American Indian Arts, 2/D Art

## School of Science, Technology, Engineering and Math

### Paul T. Arbetan, Instructor

Ph.D., University of Kansas, Systematics and Ecology  
B.A., Lawrence University, Biology

### Mark C. Bauer, Instructor

Ph.D., Northwestern University, Anthropology  
M.A., Northwestern University, Anthropology  
B.A., Ohio State University, Anthropology

## Michael P. Begaye, Instructor

Ph.D., New Mexico Institute of Mining and Technology, Chemistry  
M.S., University of New Mexico, Chemistry  
B.S., Fort Lewis College, Chemistry

## Scott Bender, Instructor

D.M.V., Washington State University, Veterinary Science  
B.S., Washington State University, Zoology

## Frederick Boyd, Instructor

Ph.D., University of Florida, Medical Science and Physiology  
B.S., University of Wisconsin, Zoology

## Joseph A. de Soto, Instructor

Ph.D., Howard University Graduate School, Pharmacology  
M.D., Howard University College of Medicine, Medicine  
B.S., La Sierra University, Biophysical Chemistry

## Shazia Tabassum Haskim, Professor

Ph.D., University of Karachi, Microbiology  
M.Sc. University of Karachi, Microbiology  
B.Sc., University of Karachi, Microbiology

## Barbara Klein, Instructor

M.S., Iowa State University, Microbiology  
M.A., Clarke College, IA., Computer Application in Ed.  
B.A., Mercyhurst College, PA, Chemistry

## Carmella Kahn, Instructor

Ph.D., University of Arizona, Public Health  
M.Ph., University of Arizona, Public Health  
B.S., University of Arizona, Microbiology

## Oleksandr Makeyev, Associate Professor

Ph.D., Clarkson University, Engineering Science  
M.S., Taras Shevchenko National University, Statistics  
B.S., Taras Shevchenko Nation Univeristy, Mathematics

## John Murray, Instructor

Ph.D., Clemson University, Engineering  
M.S., University of South Florida, Engineering  
B.S., University of South Florida, Engineering

## Babatunde Ojo, Instructor

Ph.D., University of Toledo, Medicinal Chemistry  
M.S., University of Toledo, Medicinal Chemistry  
M.S., Ahmadu Bello University, Pharmaceutical Chemistry  
B.S., University of Lagos, Chemistry

## Dennis Price, Instructor

B.S., Northern Arizona University, Agriculture

## Donald K. Robinson, Jr., Associate Professor

Ph.D., Maharishi University of Management, Physiology  
M.A., Maharishi International University, Science of Creative Intelligence  
M.S., Maharishi International University, Physiology  
M.S., The University of Akron, Biology  
B.S., Northern Arizona University, Biology

## Demetra N. Shaltsas, Instructor

Ph.D., University of Maryland, Plant Science  
B.S., University of Maryland, Plant Science

## Willis R. Tsosie, Instructor

M.S., Montana State University, Information Processing & Communication  
B.S., Rocky Mountain College, Computer Science  
A.A., Little Big Horn College, Data Processing

## Chengde Wang, Associate Professor

Ph.D., Arizona State University, Mathematics  
M.S., Beijing Biss International School, Mathematics  
B.S., Beijing Biss International School, Mathematics

# The Navajo Nation is Our Campus

## Tsaile Campus

1 Circle Dr. Route 12  
Tsaile, AZ 86556  
Ph: (928) 724-6600

## Chinle Center

Hwy. 101 - Hospital Road  
PO Box 1997, Chinle, AZ 86501  
Ph: (928) 674-3328

## Tuba City Center

670 Edgewater Dr.  
PO Box 1716, Tuba City, AZ 86046  
Ph: (928) 283-5111

## Shiprock Branch Campus

1238 Yucca St.  
PO Box 580, Shiprock, NM 87429  
Ph: (505) 398-3500

## Crowpoint Center

Hwy. 371 - Route 3  
PO Box 57, Crowpoint, NM 87313  
Ph: (505) 786-7991

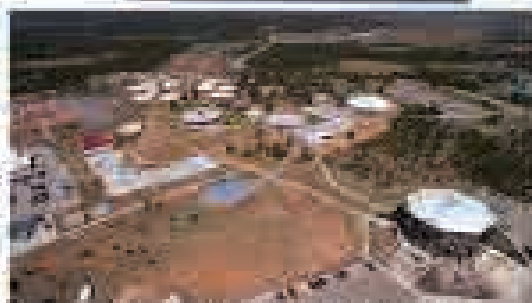
## Window Rock Center

Tribal Hill Dr.  
PO Box 1314, Window Rock, AZ 86515  
Ph: (928) 671-2230

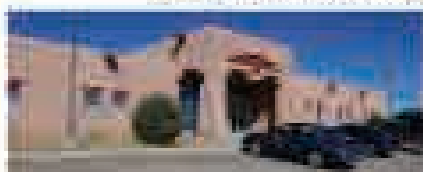
Diné College offers Group Tours for prospective students, schools, community members and organizations with 10 or more people. Tours available Tuesday through Thursday throughout the year. Call: 928-724-6732/6733. Attn: Recruitment Office

Diné College is accredited by the Higher Learning Commission. Phone: 800.621.7440. info@hlcommission.org | www.ncaahc.org

Registration Page: 27 November



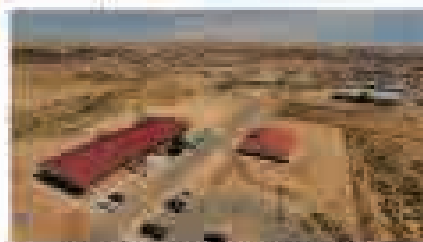
Tsaile, Arizona Main Campus



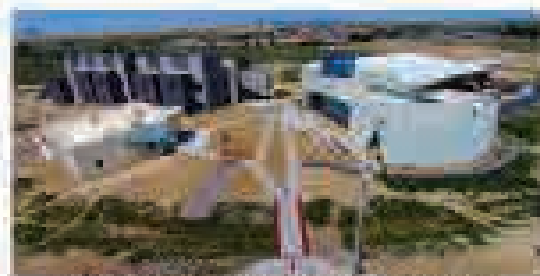
Crowpoint, New Mexico Center



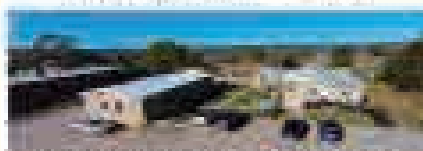
Chinle, Arizona Center



Tuba City, Arizona Center



Shiprock, New Mexico Branch Campus



Window Rock, Arizona Center