



# DINÉ COLLEGE

THE ORIGINAL TRIBALLY-CONTROLLED COLLEGE • ESTABLISHED IN 1968



2010-2011 Catalog

[www.dinecollege.edu](http://www.dinecollege.edu) • [www.myspace.com/dinecollege](http://www.myspace.com/dinecollege) • 1-877-988-DINE

## Academic Calendar for 2010-2011

### Fall, 2010

Mar. 22	Registration begins for Fall Semester and Summer Sessions
Aug. 22	Student Orientation (1-4:00pm) & Residence Halls open (9:00am)
Aug. 23	Instruction Begins (Week 1)
Aug. 23-24	Late registration w/late fee charge
Aug. 27	Last day to "Add" course(es)
Sept. 6	Labor Day Holiday-No classes held
Sept. 10	Last day to withdraw from a course without a "W" as grade
Oct. 8	Intercampus Day in Tsaile-No classes held
Oct. 11-15	Midterm Exam Week
Oct. 15	Last day to withdraw from course with "W" as grade
Oct. 18	Registration begins for Spring 2011 semester
Nov. 19	Last day for Instructor "Drop"
Nov. 25	Thanksgiving Holiday-No classes held
Nov. 26	Navajo Nation Family Day-No classes held
Dec. 3	Last day of Instruction (End of Week 16)
Dec. 6-8	Final Exam week
Dec 10	Graduation petitions due for May 2011 Graduation

### Spring, 2011

Jan. 13-14	Registration begins for Spring Semester
Jan. 16	Residence Halls open (9:00am)
Jan. 18	Instruction Begins (Week1)
Jan. 18-19	Late registration w/late fee charge
Jan. 21	Last day to "Add" course(es)
Jan. 28	Late graduation petitions due for May 2011 graduation.
Feb 3	Last day to withdraw from a course without a "W" as grade
Mar 4	Intercampus Day in Shiprock-No classes held
Mar. 7-11	Midterm Exam Week
Mar. 11	Last day to withdraw from a course with "W" as grade
Mar. 14-18	Spring Break for all sites
Mar. 21	Early Registration begins for Summer and Fall semesters
Apr. 22	Last day for Instructor "Drop"
Apr. 29	Student Achievement Awards (6:00pm)
May 6	Last day of Instruction (End of Week 16)
May 9-11	Final Exam Week
May 12	Commencement at Tsaile Campus

### Summer Sessions, 2011

Session 1: June 1 - July 2	Session 2: July 5 - Aug 5	
Jun 1	Jun 1	Residence Halls open (9:00am)
	July 5	July 4th Holiday-No classes held
Jun 1	Jul 6	Instruction begins
Jun 2	July 7	Last day to "Add" course(es)
Jun 11	July 16	Last day to withdraw from course(es) without a "W" as grade
Jun 18	July 23	Last day to withdraw from course(es) with a "W" as grade
Jun 25	July 30	Last day for Instructor "Drop"
July 2	Aug 6	Last day of instruction

# Diné College

## **CATALOG**

### **2010-2011**

**TSAILE, ARIZONA 86556**

PLEASE BRING THIS CATALOG WITH YOU WHEN YOU  
COME FOR ADVISEMENT AND REGISTRATION

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

Diné College reserves the right to change  
without notice any of the material, information, requirements  
or regulations published in this catalog.

The Higher Education Institution of the Navajo Since 1968

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## **Cornstalk Philosophy**

In the Diné way of life, corn is a gift from the Holy People and as such, it is sacred and has many uses in ceremonial and daily life. The four sacred elements of fire, water, air, and earth breathe life into corn. Its growth and development embody the Sa'ah Naagháí Bik'eh Hózhóón (SNBH) principles. When the kernel is planted it goes through a growth cycle in the same way humans go through their life cycle. Sa'ah Naagháí Bik'eh Hózhóón is a representation of duality integrating male and female aspects of the universe. The Diné College strategic plan utilizes SNBH and six principles derived from a ceremonial song and are as follows:

1. **Beauty before me:** refers to the path ahead, and forward thinking and planning. A plan will be based on important knowledge and relevant information. With knowledge, one can set and reach goals. A well thought out plan leads to self-sufficiency. Following through with a plan requires self-discipline which is gained by knowing one's self and one's wants. The Diné and English languages are the way to articulate those plans, and communication is the way to get one there.
2. **Beauty behind me:** refers to the experiences and knowledge which one has. One must organize knowledge and experience in a way to help reach one's goals and objectives.
3. **Beauty underneath me:** refers to all that Mother Earth has to offer in the way of medicine, food, and place. In Western knowledge, it refers to environmental science and understanding one's impact on earth. Only by knowing both sides can one have a positive and nurturing relationship with Mother Earth.
4. **Beauty above me:** refers to all that Father Sky has to offer in the way of Astrology. The study of both the Diné Cosmology and Western Astronomy will give one the tools to have a positive relationship with the sky and space. Understanding the symbiotic relationship between Mother Earth and Father Sky will teach one to understand his or her natural place in the cosmic order.
5. **Beauty all around me:** refers to Diné Natural Order and Western Environmental Science. The study of both bodies of knowledge will produce the understanding one needs to have a positive relationship with Mother Earth and Father Sky. One will learn their place in the Cosmic Order.
6. **With Beauty I speak:** Only when one internalizes the five principles mentioned above, can one speak with beauty and awareness. At this point, one has achieved charisma and people will want to listen to you. This is true leadership and uses knowledge to clearly articulate a plan. All six of these principles taken together results in common sense. Cornstalk Philosophy is a model for a strategic plan.

## **Sacred Diné Basket**

The Sacred Diné Basket and its contents are the foundation for the Collegel's strategic plan. The twelve bars on the basket represent the twelve elements of the universe. Each of these elements creates knowledge and is the embodiment of Sa'ah Naagháí Bik'eh Hózhóón.

The basket represents a home and its immediate surroundings, made from white shell. The doorway is turquoise. In the center of the basket, there are twelve white eagle tail feathers. This is called Naha'a Sahdii and is also a strategic plan. By using the eagle feather and the white corn at the break of dawn, one can communicate with Haashch'eelt'l, the first Talking Spirit. When his feather first appears from his longer feather, it projects a very thin white beam of light. The white prayer feather and the spirit of white living corn are used to connect that beam of light to feelings, thoughts, body, and mind. When this happens, one has achieved a beautiful blessing and has acquired charisma, which helps one to relate to people. At this point, one has become a leader.

The basket can be one's portfolio and house all one's plans. A pouch of sacred white corn powder sits in the East and is used as an offering to the Dawn Holy People. In the Black World, First Man was created from white corn and represents all male growth and development. A pouch of sacred yellow corn powder sits in the West and is used as an offering to the Twilight Holy People. In the Black World, First Woman was created from yellow corn and represents all female growth and development. A pouch of sacred corn pollen sits in the South and is used at midday as an offering to the Blue Noon Holy People. A pouch of sacred Mountain Tobacco sits in the North and is an offering to the Night Holy People. Tobacco is the mechanism to activate one's plans. In the center of the sacred basket, sit valuable items, like ones plans or strategy. At this point, one can sing prosperity songs while using an eagle feather to deliver those sacred words to the Holy People.

## Message from the President

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Y1't'44h shik'47d00 a[tah 11s8]g00.

Ax4hee'. T'11 Din4 Bi'Olta' Bidziil7gi Ohoo'aah nih1 ashja'0sin. T'11 Din4 Biw1ashindoon naaltsoos y1 haidiilaago binalj8 Olta' b7s4 sil47h0l=. Kod00 T'11 Din4 bizaad, ba'1'11'8, bahane' d00 bina'nitin b0hoo'aah. &nda Bilag1ana bizaad, bahane', d00 bina'nitin a[d0 b0hoo'aah. D77niha'1[ch7n7yee 1t'4e doo. D77yee 1d47h0lzingo bik'47nil7nii yee vid11h n'dood11]. T'11 Din4 bi'Olta' bits4 sil47bit['1h7nil7n7g77 Sa'1h Naagh17Bik'eh H0zh00n. D77a[ch'8 sil1ago hast07d00 s1anii Olta' y1 hadeidii-laa.

! ko d7shj98di T'11 Din4 Bi'Olta' Bidziil7g77ts'7d1 1[ts4 bits8 yisht[zihii bi'Olta' haalwod, 1968y65d33'. Nits1h1kees, nahat'1, iin1, d00 siih hasin t'11 sh1 bik'ehgo bi[ niily1. H1111 sin, hane' d00 niha'1'11'8 bi[ had7'4. Kwii Ohoo'aah sil1h7g77bee 1niit'4 d00 t'11 1k0t'4ego nihi[ hahod7'4. D77 binahj8 T'11 Din4 niidl9 ! adi T'11 Din4 Bi'Olta' Bidziil7g77binaaltsoos 77n7g77h0l=. Higher Learning Commission bi[ neilnishgo Ohoo'aah nil7nii nih1 79go 1y0sin. Kod00 b0hoo'3'7g77 [ahg00 n11da'Olta'g00 nih1 bi[ Olta' . ! 1d00 kwii b1 da'Olta'7g77binaaltsoos dah0l=- go nida'nitin. D77bee T'11 Din4 Bi'Olta' Bidziil7g77baa dz0ln7go bi[ hahod7'4, ashdladiin k4yah sinil7g77bik1a'gi. Aad66' 0[ta'7 noh[7n7g77kod00 Olta' nih1 ashja'0sin. Kod00 t'11 1n4hee' Ohoo'aah 1dadoo[77]. Ax4hee'.

I am honored to welcome you to Diné College - an institution of higher learning chartered and owned by the Navajo Nation. Our mission is to prepare students to understand and perpetuate the Diné history, language, tradition, and their identity so they can challenge any obstacle and achieve any goal while contributing to the overall well-being of the Navajo Nation. Our mission balances Navajo traditional values and teachings with western disciplines such as English, math, political science, and physics, thereby creating a well-balanced person who can approach life and their profession with confidence, competence, pride, and respect. The Diné philosophy of Sa'ah Naaghai Bik'eh Hozhoon, which encompasses the inter-connected dual concept of Alchí Silah, guides the mission and thus reflects the collective vision of the original founders.

Diné College, originally Navajo Community College, stands strong and tall as the first and largest tribally-controlled college in the United States. Established in 1968, the idea of such a College with a curricular and wholistic education model based on Nitsahakees-thinking, Nahata-planning, lina-implementing, and Siih Hasin-assurance is grounded in the stories, songs, and our Diné culture. Your pursuit of a unique and special higher education at Diné College represents an achievement for our Navajo people.

Diné College maintains the highest level of accreditation status with the Higher Learning Commission for the academic degrees we award to our graduates at the associate of arts, associate of science, and associate of applied science levels. This means that our courses transfer to other accredited colleges and universities and that our faculty members hold the required credentials and experiences in the disciplines they teach. There is no other higher education institution in the United States similar to Diné College and I invite you and welcome you to become "Education Warriors" at the Navajo Nation's college! Axe'hee!

Sincerely,



Dr. Ferlin Clark, President  
Diné College



## Message from the Associated Students of Diné College (ASDC)

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The Associated Students of Diné College welcomes you and thanks you for choosing Diné College to begin your educational future. This college is a very unique college where you can gain the traditional Diné teachings coupled with the western perspective of education. ASDC believes in having a well-balanced and healthy life-style, which begins with the duality of education offered here at Diné College.

ASDC is your student government and advocates for students of Diné College to ensure that students have an enjoyable, one-of-a-kind experience while on their journey to obtain their educational goals. The officers of ASDC do their best by promoting the motto, "Students helping Students," to enrich student experiences in a positive and enjoyable manner. We host many different student activities. We also help you, the students, whenever and however we can. The college staff and faculty of Diné College also share in helping students become successful.

In the end, many students, young and old have met their educational goals. Believe in yourself, strive to be your best, and put your heart into your educational goals. Finally, strive to better yourself, your family, and your community here at Diné College.

Be strong, walk in beauty and live a balanced life!

Georgeett Cook, President  
Associated Students of Diné College



## Diné College at a Glance



### History

Diné College is the first tribally-controlled and fully-accredited community college in the United States. In 1968, it was established as Navajo Community College and later renamed Diné College. At that time, 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 Government 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 the states of Arizona, New Mexico, and Utah. The College offers General Education courses that provide students with the highest quality experience toward associate degrees, a bachelor degree, and certificates in areas important to the economic, political, environmental, and social development of the Navajo Nation.

### Educational Philosophy

The belief system of Sa'ah Naagháí Bik'eh Hózhóón in terms of education in Diné bizáád: Ni' Asdzáán dóó Yádiłhił biyi'dóó Bika'ii dóó Bi'áadii alch'i' naazláago dabiilzi' díí bee át'é hwiindzin. Díí bik'ehgo na'nitin dóó óhoo'aah silá. In English, this can be explained as: The duality of knowledge in the form of Male and Female are present in Mother Earth and Father Sky. These are the foundations of teaching and learning.

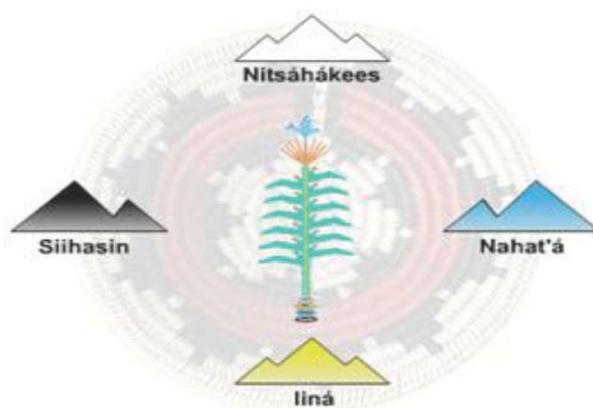
### Our Mission

Diné College is a public institution of higher education chartered by the Navajo Nation. The Mission of Diné College is to apply the Sa'ah Naagháí Bik'eh Hózhóón principles to advance quality student learning:

- Through Nitsáhákees (Thinking), Nahatá (Planning), Iiná (Living) and Siih Hasin (Assuring).
- In study of Diné language, history and culture.
- In preparation for further studies and employment in a multi-cultural and technological world.
- In fostering social responsibility, community service and scholarly research that contribute to the social, economic and cultural well being of the Navajo Nation.

### College Goals

- Sa'ah Naaghai Bik'eh Hozhoon
- Nation-Building
- Institutional Governance
- Continued Accreditation
- Four-Year Status
- Teaching and Learning
- Student Opportunities and Learning Environments
- Access to Education, Programs and Research
- Resource Development



### Accreditation

Diné College has a 10 Year Accreditation for its Bachelor of Arts in Education, Associate of Arts, and Associate of Science degrees. It is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 1-800-621-7440, <http://www.hlcommission.org>.

### Associations

The College is a member of the following associations: Rocky Mountain, Arizona, New Mexico, Pacific, and American Associations of Collegiate Admissions, the American Indian Higher Education Consortium, and the Association of American Junior and Community Colleges.

### Cultural Component

One of the unique aspects of Diné College is our focus on Diné culture and traditions. Besides offering classes on Diné language, history, and culture, we have several opportunities throughout the academic year for students to participate and learn more about Diné way of life. We are the only institution in the country that provides these types of experiences for our students, faculty, staff, and community. Here are just a few of those opportunities:

- Our Diné College Basket contains the sacred items used to make prayer and song critical to the safety, growth, cultural and spiritual well-being of all associated with the College. The basket housed in the President's Office, is available for students to utilize for prayers, blessings, and offerings.
- A Protection Way ceremony is conducted for the benefit of the entire college system at the beginning of the academic year.
- Azee Bee Nahagha prayer meetings are hosted by the Azee Bee Nahagha Club at mid-terms and finals for the benefit of students.
- The Diné College Cultural Liaison and the Diné Studies faculty are available for advice and traditional counseling. The Cultural Liaison can be reached at (928) 724-6745.
- The Diné Policy Institute also hosts a Diné Education Philosophy Series of cultural workshops from August 20 to December 3. The workshops take place in the NHC Building, Room 300 on Fridays and are from 9:00 a.m. to 12:00 p.m. The series are broadcast on ITV so interested individuals can watch from the other Diné College sites. Some of the subjects for the current series include; Sa'ah Naaghai Bik'eh Hozhoon, Creation Stories, Male/Female Duality, Cornstalk Philosophy, and Natural Law.

### One College Multi-Sites

Tsééhíí, the "place where the stream flows into the canyon", is also known as Tsaile, Arizona, where the main campus is located. In addition to the main campus, there are seven regional sites located in Arizona and New Mexico. Arizona sites are Window Rock, Chinle, Ganado, Kayenta, and Tuba City. New Mexico sites are 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. Pre-college preparation and courses in Navajo language, history, and culture are also offered. Tsaile Campus serves both residential and commuter students. It is also the administrative center for the College. Each Diné College site provides educational opportunities, academic advisement, career counseling, and assist with financial aid applications.

Designed to resemble a Navajo hogan, the Tsailé Campus reflects the circular, holistic Navajo tradition. Administrative, instructional, residential, and library facilities are situated in reference to the traditional Navajo living environment conducive to growth and academic success. At Diné College we focus our human and financial resources on capacity building. The Bureau of Indian Education and the Navajo Nation are the primary sources of revenue for the College. The states of Arizona and New Mexico, as well as, grants from public and private sources augment Diné College's revenue.

## Diné College Regional Sites

Diné College, in its commitment to serve the needs of local communities across the Navajo Nation, established seven regional sites. These sites offer convenient times and locations for local community member to take classes. Each site is equipped with computers and some technology resources. Business hours are 8:00 am to 5:00 pm unless otherwise noted. Day, evening, and weekend courses are available. Check current listings. The following is a list of regional sites, contact names and phone numbers:

### **Chinle: (928) 674-7101**

The Chinle site is located on the south end of the Tseyi Shopping Center parking lot. Most courses are held in the evenings and on weekends.

### **Ganado: (928) 755-3555**

The Ganado site is located behind the Ganado Chapter House. Student enrollment ranges between 85 and 110. Courses are also offered in more rural communities such as Dilkon, White Cone, and Leupp due to a growing interest in continuing education.

### **Kayenta: (928) 697-8537**

The Kayenta site is located on the northeast corner of Kayenta Shopping Center. Most courses are held in the evenings and on weekends.

### **Tuba City: (928) 283-5113**

The Tuba City site is located east of the Navajo Tribal Utility Authority (NTUA). The site has a new building to provide more classrooms for increasing student enrollment.

### **Window Rock: (928) 871-2230**

The Window Rock site is located off of Tribal Hill Drive, about a quarter mile north of the Education Building. This site has a full-time staff to better serve students by providing weekend computer labs and library checkout.

### **Crownpoint: (505) 786-7391**

The Crownpoint site is located directly across from Bashes. This site has a library, classrooms, and serves the vast eastern Navajo Nation.

### **Shiprock: (505) 368-3529**

The Shiprock Site is located at two sites. The North Site is west of the Northern Navajo Medical Center and the South Site is located between the Navajo Shopping Center and the high school. The Shiprock campus sponsors athletic events, student dances, presentations, seasonal activities, and an annual art show. The Shiprock North Campus also has a Learning Center with computer labs, tutors, and test service.

## Open Door Policy

### Everyone is welcome!

Diné College has an “open door” admissions policy that encourages people from all walks of life to further their education. The College serves anyone pursuing a higher education, interested in Diné culture, or just wanting to take a class or two. We welcome everyone from high school students to adults returning to school for academic, cultural, or professional development.

### Full-time and Part-time Status

In order to plan long-term goals and strategies for success, all first-time students must see an academic advisor. Since balancing work schedules, career goals, and family needs affects course loads, Diné College offers various categories of admission. Students may enroll as full-time students (taking at least 12 credit hours) or part-time students (taking fewer than 12 credit hours).

### Admission Requirement for Various Programs

Diné College has admissions requirement for different types of programs. Students are encouraged to contact the program in which they are interested in enrolling. For Adult Basic Education (ABE) and General Educational Development (GED) classes, see Student Services and Resources sections for more information.

### Can I take just one class?

Yes, contact the Student Development Office at (928)724-6727, the Learning Center at (928) 724-6725 at the Tsaile Campus, or a visit a regional site for information. There are different registration procedures, depending on whether the course is a requirement for a certificate or degree program, or a special topic class.

## Eight-Steps to Getting Started at Diné College

### Admissions and Registration

Welcome to Diné College and all that we have to offer! We want to help you get started with your studies. Please visit the college at any time or the website to learn more about possibilities here. Whether you are at Tsaile, Shiprock, or at any of the regional sites, you will follow the same Eight-steps. Once you have decided to enroll, you need to walk through the Eight-Step Process below. Staff members will help you every step of the way. When you have completed your checklist for these Eight-Steps, you'll be ready to learn at Diné College.

<b>Eight-Steps</b>	<b>Where To Go:</b>
1. Your first step is to complete an Enrollment Packet	Admissions/NHC 1st floor
2. Pay \$20 Application Fee	Cashier/NHC 6th floor
3. Determine your enrollment status: A. New Incoming Students need to take a Placement Test B. Continuing Students need to get a Cashiers Clearance C. Transfer Students need to submit Official Transcripts	Learning Center Cashier/NHC 6th floor Admissions/NHC 1st floor
4. Get advisement by contacting your program departments, the Learning Center, or Student Services	
5. Register for classes	Registrar/NHC 1st floor
6. Pay Tuition and other Applicable Fees	Cashier/NHC 6th floor
7. Attend Orientation about college life and available resources	Student Services/SUB
8. Once you are enrolled and registered for classes, you need the following (applies to all sites): A. Student ID Card B. Warrior ID C. Library Card D. Parking Permit	Student Services/SUB IT Department Diné College Libraries Campus Security

You will need the following if you are in Student Housing at the Tsaile Campus:

- |    |   |                         |
|----|---|-------------------------|
| A. | Meal Card (Optional for Dorm Residence)       | Student Services/SUB    |
| B. | Student Housing (Optional for Dorm Residence) | AD Dorms-Residence Life |

Admission for Elementary Education BA Degree program includes:

1. Complete the Application Packet
2. Contact the Center for Diné Teacher Education for complete admissions information at (928) 724-6699 or by email: [ba\\_elemed@Dinécollege.edu](mailto:ba_elemed@Dinécollege.edu)

## Diné College Enrollment

You may obtain an Enrollment Packet at any one of the eight College sites, online at [www.dinécollege.edu](http://www.dinécollege.edu) or by contacting the Records & Admissions Office at the Tsaile campus at (928) 724-6630.

### Step #1: Complete the Enrollment Packet

#### Admission Requirements

When seeking admission to the College, complete an Enrollment Packet. In this packet, you will need to submit the following:

- A completed Diné College admission application.
- Official college transcript(s) from other institutions, if applicable.  
OR
- Official high school transcript or official test scores of General Education Development (GED).

### Step #2: Pay Application Fee

#### Application Fee

All new applicants must pay a one-time application fee of \$20 when submitting an Enrollment Packet. You can pay your application fee using cash, money orders, or credit cards at the Cashiers Office located on the 6th floor of the Ned Hatathli Center in Tsaile or with a money order at any of the regional sites.

### Step #3: Determine Your Enrollment Status

Your enrollment status will determine the type of program options and courses you will register for at Diné College. The following is a listing of the types of enrollment status you can consider and select:

#### New Students

First-time students who are new to the College.

#### Continuing Students

Students who are continuously enrolled at the College.

#### Transfer Students

Students who have attended other accredited colleges or universities prior to applying to Diné College are considered transfer students and must submit official transcripts from colleges/universities attended. Diné College will evaluate and may accept courses up to a maximum of 40 credit hours. Courses accepted must have a grade of "C" or better and appropriately meet accreditation requirements as approved by the College and the Higher Learning Commission (HLC) guidelines. Transfer courses are not included in the student's Cumulative Grade Point Average (CGPA), and are shown without designated Diné College equivalents. Transfer credits remain on a student's permanent transcript.

#### Re-Admission Students

Diné College students who have not attended for two consecutive semesters must re-apply by submitting a new admission application. (Excludes Summer Session).

#### International Students

International students applying to Diné College must contact the Office of Records & Admissions at 928-724-6630 for information on the application process and requirements. Diné College does not provide scholarships or financial assistance to international students. Applicants must submit the following documents in order for the College to issue an I-20

(NOTE: All documents must be translated into English):

- Official high school transcript
- Official college transcript(s)
- TOEFL Scores
- Financial statement

The College may award scholarships to an international student who meets eligibility requirements to participate in inter-collegiate sports.

### **Non-Degree Seeking Students**

Anyone interested in enrolling in a class as a non-degree student must submit an application for admission and pay the application fee. The student is required to pay tuition and other fees. (See Fees and Payments section of this Catalog for specific costs). Non-degree seeking students are not eligible for federal financial aid through Diné College. If a non-degree seeking student has an associate's degree or higher, they do not need to take a placement test or submit an official transcript.

### **High School Concurrent Enrollment**

High school juniors or seniors may be admitted upon submission of a completed and signed High School Concurrent Enrollment Form. This form acknowledges consent of parent(s), high school counselor, and principal. A high school transcript indicating a CGPA 3.5 or above is required for a student to enroll in approved College courses. When the request for high school concurrent enrollment has been accepted and approved, the student is required to take the College's placement tests as part of the admission process, pay tuition and fees, purchase books, and fulfill New Mexico or Arizona Department of Education or school district guidelines.

### **Dual Enrollment**

An institution interested in dual enrollment of its students should contact the Vice President of Academic & Student Affairs to collaborate on inter-institutional agreements, as well as, to review policies and procedures.

### **Denial or Cancellation of Admission**

Diné College reserves the right to deny or cancel the admission or registration of any student who has an outstanding debt at the College or whose attendance would not be mutually beneficial to the student. An admitted student found to have willfully concealed information or made false statements on his/her application may be subject to penalties pursuant to tribal, state, or federal codes, and will be subject to immediate expulsion.

### **Placement Tests**

All **new** degree-seeking students are required to take placement tests in reading, writing, and mathematics areas. Tests must be taken prior to or during registration. The results in these areas assist students in determining eligibility for taking specific college courses. If a student feels placements are inappropriate, he/she can contact the Learning Center for further assistance before registering for classes.

Students who already have an associate's degree or greater, or have transfer credits from another institution confirming proficiency in English, reading, and/or mathematics courses may be exempt by presenting an official transcript. The Office of Records & Admissions shall determine the validity of the transfer grade(s). Transfer students who cannot demonstrate proficiency in English, mathematics, and/or reading must take the placements tests.

**NOTE:** For all degree-seeking students, a passing score on the reading test or evidence of successful completion of the College's series of reading courses is a graduation requirement (See Graduation section for more detailed information).

The Placements Tests are administered at all sites. Contact the Learning Center in Tsaille at (928) 724-6725, Shiprock at (505) 368-3564, or the Offices at the regional sites.

## **Step #4: Advisement**

At Diné College, you are responsible for your educational journey. You need to complete your Degree Checklist with the help of faculty and staff, who are advisors from the Department of your program. For additional advisement and support, you can also contact the Learning Centers in Tsaille and Shiprock. The Student Development Program located in the SUB at the Tsaille Campus also provides general advisement. Each of the regional sites provides academic advisement. If you are a student at one of the regional sites, contact the Director of that site (See Regional Site Contacts section for contact names and numbers).

### Step #5: Register

Registration for courses each semester is conducted at all sites. A registration fee is required of all students (See Tuition & Fees). You are encouraged to pre-register each semester. Schedule to meet with an academic advisor who will provide guidance on academic Programs of Study. NOTE: Only officially admitted and registered students are permitted to attend class sessions or participate in class activities.

### Step #6: Pay Tuition and Other Fees

#### Tuition

The cost of tuition at Diné College is \$30 per credit hour up to \$360 for full-time students. The cost of tuition for the Elementary Education BA Program is \$120 per credit hour for 300-400 level courses up to \$1,440 for full-time students.

#### Payment

Payments can be made at the following locations:

- Tsaiile Campus                                      Cashier/NHC 6th Floor
- Shiprock    Administrative Office at North Campus
- Regional Sites    Sites/By Money Order ONLY

#### Payment Options

- Payments can be made with cash, money order, debit, or credit card.
- Deferred Payments are available for eligible students. \* See the Financial Aid section for more information regarding deferred payment using financial aid. \* Deferred payment are only available to students who may not qualify for Financial aid.

#### Non-Payment

A student who fails to pay their outstanding financial obligations to the College may be denied enrollment, official transcripts, degrees, and/or certificates until the amount is settled in full.

#### Fees (Non-Refundable Fees)

Application (one time for new students)	\$20	Meal Ticket/ID Replacement	\$10
Registration	\$20	Graduation Petition and Diploma	\$25
Late Registration	\$20	Late Graduation Petition	\$10
Student Drop/Add	\$2	Transcripts	\$5
Technology	\$20	GED Administration Test	\$60
Student Activity	\$25	GED Administration Re-Test	\$12
Vehicle Parking Permit	\$5	Credit by Exam	\$30 per credit hour

#### Refund Information

**Cancelled Course Policy:** A student will receive full tuition refund if a course is cancelled by the College.

#### Fall or Spring Semester Refunds

##### Tuition Refund

Tuition is refunded from the date instruction begins as follows:

Before instruction begins	100%
01-14 calendar days	
15-21 calendar days	
22-28 calendar days	
29-35 calendar days	
After 35 calendar days	No Refund

##### Semester Residential Dorm/Housing Refund

01-05 calendar days	100%
06-14 calendar days	80%
15-21 calendar days	60%
After 21 calendar days	No Refund

## Summer Session Refunds

### Five-Week Summer Session Tuition Refund

Tuition is refunded from the date instruction begins as follows:

Before instruction begins	100%
01-03 calendar days	75%
04-05- calendar days	50%
06-07 calendar days	25%
After 7 calendar days	No Refund

### Five-Week Summer Session Bookstore & Residential Dorm/Housing Refund

01-03 calendar days	100%
04-07 calendar days	80%
After 21 calendar days	No Refund

### Ten-Week Summer Session Refunds

Tuition is refunded from the date instruction begins as follows:

Before instruction begins	100%
01-03 calendar days	75%
04-05 calendar days	50%
06-07 calendar days	25%
After 7 calendar days	No Refund

### Ten-Week Summer Session Bookstore & Residential Dorm/Housing Refund

01-03 calendar days	100%
04-07 calendar days	75%
After 7 calendar days	No Refund

### Textbook Refund

01-05 calendar days	100%
06-14 calendar days	80%
15-21 calendar days	60%
After 21 calendar days	No Refund

**Return Policy:** Students may receive a full refund for books returned within the first five (5) days of class if they have a receipt and books are in their original condition. CDs, infortrac pass code, internet pass codes, or software included with a book or sold alone must be in tact, in the original packaging to receive a full refund.

## Student Housing Costs

If you need student housing, residence is available only at the Tsailé Campus. Residence costs vary depending on semester, occupancy (single or double), and meal plan options. Students are responsible for adhering to residence guidelines. For more information, contact the Residence Life Office at the AD Dorm or call (928) 724-6782.

### Dorms:

#### Fall and Spring Semesters      Single Occupancy(Family Dorm Only)      Double Occupancy

16 Week Semesters	\$990	\$640
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#### Summer Session      Single Occupancy(Family Dorm Only)      Double Occupancy

2 Week Summer Session		\$76
5 Week Summer Session	\$290	\$190
7 Week Summer Session	\$406	\$266
10 Week Summer Session	\$580	\$380
12 Week Summer Session	\$696	\$456

**Student Meals:** Meal plans are added to Residential Costs. Meal plans do not cover dependants. Student residents with dependants must purchase meal card(s) for their dependant(s) who are 2 years and older. Contact Residence Life for current rates for dependants.

**Meals:**

**Fall and Spring Semesters**

	19 Meal Plan 3 meals a day M-F and 2 meals a day on weekends	15 Meal Plan 3 meals per day M-F only	14 Meal Plan 2 meals per day M-S only	10 Meal Plan 2 meals per day M-F only	5 Meal Plan 1 meal per day M-F only BA/Commuter only
16 week Semester	\$1,596	\$1,260	\$1,176	\$840	\$460

**Summer Sessions**

	12 Meal Plan 3 meals a day Monday - Thursday	8 Meal Plan 2 meals per day Monday-Thursday	4 Meal Plan 1 meal per day Monday-Thursday
2 Week Summer Session	\$126	\$84	\$46
5 Week Summer Session	\$315	\$210	\$115
7 Week Summer Session	\$441	\$294	\$161
10 Week Summer Session	\$630	\$420	\$230
12 Week Summer Session	\$756	\$504	\$252

**Step #7: Student Orientation**

Student orientation is designed to help you be successful. We feel this is accomplished by connecting you to the many programs, services, and resources that Diné College has to offer. The orientation also includes a campus tour and introduces key people and programs on campus that can help you reach your educational goals. New students are required to attend orientations which are held at the beginning of both Fall and Spring Semesters. For more information, contact Student Services at (928)724-6727/6736.

**Step #8: Get Important Cards, IDs, and Permits**

**Student ID Card:** Diné College issues an identification (ID) card which you will use for a wide range of services and activities including meal plans, library services, sporting and cultural events, testing services, grades, and other campus services. To obtain your Student ID card, take your current class schedule to Student Activities Offices at the Tsailé and Shiprock campuses or to your regional site office. Check for days and times when ID Cards are issued at those particular sites. Your first card is free and any additional cards will have to be purchased.

**WarriorID:** A WarriorID is important while you are a student at Diné College. Take your Student ID card or class schedule to your campus IT office to get set-up. Your WarriorID will help you access all Diné College technology resources. Some of the important uses of your WarriorID are for the following:

- Access Diné College computers
- Access portions of the restricted links on the Diné College website
- Establish your Diné College e-mail account
- Take online classes through Warrior Web LMS or Blackboard System
- Access your grades
- Access your schedule

**Library Card:** There are two ways to get a Library Card. The first way is to go to a Diné College Library and present them with a current class schedule and they will issue you a card. The second way is to get it printed on the back of your Student ID Card at the time you get that card issued.

**Parking Permit:** Diné College requires all parked vehicles to display a current parking permit. The permit cost is \$5 and is issued by Campus Security located on the 1st floor of the NHC Building.

**Meal Plan:** If you purchase a meal plan, your student ID card will serve as your “meal card” (NOTE: Residence Life requires all dorm residents purchase a meal plan). Once you select a meal plan, that meal plan is printed on your student ID card along with your picture. Your student ID card is redeemable at the Cafeteria for meals only and not at the snack bar. To get your student ID card, you need to visit the Student Activities Office located in the SUB or call (928) 724-6743.

# Student Services & Resources

## Academic Advising

Academic advising is a vital service available to all students to help understand a degree checklist and career choices. Advising assures students have the necessary information that will help make good decisions about academic goal. Advisors assist student with admissions, transferability, career assessment, financial aid counseling and registration. Full-time faculty advisors are available at Tsaile and Shiprock during fall and spring terms. At all Regional locations, Program Coordinators are available to assist students with advising and registration.

## Adult Basic Education Program

Diné College offers educational opportunities for everyone. The Adult Basic Education (ABE) Program is available for individuals who need work with reading, writing, and mathematics. The program also helps to prepare students for the official GED Test. For information about ABE, contact the Learning Center in Tsaile at (928) 724-6725/6726 or in Shiprock at (505) 368-3569.

**Associated Students of Diné College (ASDC):** Governed by the ASDC Constitution, it is the student government of the College which charters all student clubs. As a student of Diné College, you are automatically a member of ASDC. Elections take place four weeks to the last day of each spring semester. The ASDC President serves on the Diné College Board of Regents and other Standing Committees. As a student and member, take advantage of opportunities in student government. For more information, call (928) 724-6745.

## Bookstore

The bookstores at Tsaile and Shiprock provide textbooks, art supplies, office supplies, personal items, snacks, books on Native American topics, and official Diné College merchandise. At regional sites, textbooks are available for a limited time at the beginning of each semester. For more information, call (928) 724-6751.

## Cafeteria

Located in the middle of the Tsaile Campus, there is a full service cafeteria managed by Aramark. The cafeteria provides breakfast, lunch, and dinner with a self-serve salad and beverage bar. Menus are available and posted around campus. For a minimal cost, anyone is welcome to eat. Check for hours of operation. For more information, call (928) 724-6749.

## Campus Safety

The Tsaile Campus Police Department operates 24-hours year-round. It has full authority Peace Officers and non-commissioned Security Officers to serve and protect people and property on the main campus. The Shiprock Campus is served by Security Officers. All sites are assisted by the Navajo Department of Law Enforcement. All Diné College sites have a zero tolerance for drugs, alcohol, and firearms. For more information, call (928) 724-6627.

## Childcare Services

Childcare services are available through Navajo Nation Childcare Services and Headstart. Students must apply with the agencies as early as possible prior to the beginning of a semester as space is limited. Interested parties should contact: Tsaile Head Start Program 928-724-2209, or Tsaile Childcare at 928-724-6909.

## College ID

College/Student ID Cards are issued to students, faculty and staff and used for a wide range of services and some activities. The first card is free and replacements will have to be purchased. At the Tsaile and Shiprock campuses, ID cards can be obtained from the Student Activities Office. For all other locations, check with the sites for days and times when ID cards are issued.

## Computer Services

Part of our goal is to help you learn in a technological environment. The Information Technology (IT) Program 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 laptops must have a current anti-virus protection installed in order to gain internet access with the College. If you do not have a current anti-virus, contact IT for assistance. The College reserves the right to monitor any internet activity. Please be responsible with your use of our technology services. Do not commit illegal downloads or download inappropriate material.

## Disability Resources

The College is committed to providing college-wide educational support and assistance for students with documented disabilities through the Office of Student Disability Services. The staff assists eligible students with properly documented

disabilities to reach the objectives of academic success, personal responsibility, and leadership development. The College is committed to provide reasonable and appropriate accommodations to instruction and services that are also made available to the general student population. The college's disability service is committed to each student's development of self-advocacy skills so that qualified students with disabilities function independently within the academic, social, and recreational environment of the college. For information and questions, contact the Disabilities Coordinator/Counselor at NHC, 2nd Floor, Rm 240A, Tsaile, AZ or by phone at (928) 724-6723/FAX (928)724-6723.

### **Financial Aid and Scholarship Program (Tsaile)**

The Financial Aid Office and the Chinle Agency Office of Navajo Nation Scholarship are located in the SUB. For more information, call (928) 724-6956. (See the Financial Aid Section on page 69 for detailed information).

### **General Education Development (GED)**

The GED program specifically prepares individuals for the official GED test. Individuals who are 16 years or older and have not received their high school diploma are eligible for the program. Upon enrollment and a pre-assessment screening, classes are provided to prepare for the test. For information about the program and the GED Test, contact the Student Services in Tsaile at (928) 724-6727 or in Shiprock at (505) 368-3565.

### **Health**

Indian Health Service (IHS) facilities are within walking distance to the Tsaile and Shiprock campuses. IHS provides emergency services as well as medical, dental, and behavioral health assistance.

### **Learning Centers**

Learning Centers are located at the Tsaile and Shiprock campuses. For the Tsaile center, contact (928) 724-6725/7626 and for Shiprock, contact (505) 368-3564. The Centers provide academic support to students including:

- Placement Testing for incoming students, Proctor Testing for course work, or GED Testing
- Free one-on-one tutoring by peer tutors for "need based" subjects
- Computer labs, MS Windows and MAC based operating systems with MS Office
- Free e-mail messaging, printing, copying, faxing, and scanning.
- Academic advising to students

### **Library Services**

The Diné College Library system is located on the Tsaile, Shiprock, and Crownpoint sites. Library access and services are provided to students, staff and community. Get a Library Card to access the system, check out materials, and use the computers. Diné College library services extend beyond the local library system and into an interlibrary loan program. That means if we do not have a book in our library system, we can get that book on loan from other libraries that do have them. At the Tsaile 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/research journals in the Moses-Donner Indian Collection. At the Crownpoint Site, the library houses the Mary Shepardson Collection, a must see for Navajo researchers. This year, the Shiprock Site will open the new, state-of-the-art John Pinto Library. For more information, call Tsaile (928) 724-6757, Shiprock (505) 368-3542, Crownpoint (505) 786-7205.

### **Ned Hatathli Museum**

The museum is a component of the Center for Diné Studies and is located on the third and fourth floors of the Ned Hatathli Center at Tsaile Campus. It features a variety of audio-visual exhibitions, traveling exhibits, workshops, and lectures. The permanent collection consists of historical manuscripts, films, photographs, Navajo and other tribal artifacts. For information on scheduled exhibits and events, call (928) 724-6654.

### **Pre-College Program**

The Pre-College Program at Diné College is designed for students who need academic support in the form of pre-college, courses which provides college-ready skills in reading, writing, and mathematics. The program teaches time management, note taking, test taking, and active listening skills. pre-college prep. coursework are provided at all campuses and prepare students for college success. For more information, call (505) 368-3565.

### **Residence Life Program**

Student housing consists of hogan-shaped dorms and are only available at the Tsaile Campus to full-time students. Amenities include coin-operated washers and dryers, kitchenettes, and common areas with circular fireplaces. Students are responsible for adhering to residence life terms and agreements. Married students and student with dependants need to contact the Residence Life Program for more details on housing. For more information, call (928) 724-6782.

## **Retention Office**

The Retention Office is located within the Pre-College Prep Program. The services provided by this office focus on promoting student success by integrating activities that support the College's philosophy, mission, and goals. These activities include advising new students, monitoring student progress, implementing interventions for incoming students, working with students to resolve academic problems, or referring students for services within or outside the College. This Office strives to ensure students are academically successful throughout their enrollment with Diné College. For more information, see the Retention Specialist at NHC, 2nd Floor, Room 240E, Tsaile, AZ or call (928) 724-6728.

## **Student Activities**

A fun part of student life is the activities offered throughout the academic year. Activities include talent shows, guest speakers, live performances, music & dance events, Navajo traditional games, arts & crafts, health fairs, conferences, workshops, movies, food festivals, and more! For more information, call (928) 724-6743.

## **Student Development Program**

This program connects students to campus and local resources in order to support their education. Some of the resources include counseling, academic and personal advising, and referrals to outside agencies. Additionally, the program provides workshops on transition to career and advanced educational opportunities. For information, call (928) 724-6727.

## **Student Union Building (SUB)**

The SUB at the Tsaile Campus is the hub for all student activities. It is a place to relax, visit, watch TV, have fun, and participate in activities. The SUB houses the snack bar, game room, computer lounge, bowling alley, student activity room, Student Support Services, and Navajo Nation Scholarship Chinle Agency Office. Throughout each academic year, student activities such as, movies, lectures, presentations, pageants, dances, and sub/pizza parties take place at the SUB. All these activities are covered by your activities fee. So get involved and enjoy what the SUB has planned. For scheduled events or more information, call (928) 724-6741.

## **Student Clubs/Organizations**

While you are at Diné College, you are encouraged to join and participate in the many clubs and organizations that we have to offer. Whether you like to get outdoors, socialize, support a cause, or just want to get involved you have many options. You can get online to check for current listings of scheduled meetings, stop by the Student Activities Office, or visit the ASDC Office for additional information. For more information, call (928) 724-6745.

## **Testing Services**

Testing services are available at Diné College depending on the type of needs individuals have in order for them to be successful. Tests include the following:

- **Ability-to-Benefit Test:** This test is available to any individual who does not have a high school diploma, wants to attend college, and apply for Financial Aid. The individual may take the "Ability to Benefit" test and obtain minimum passing scores to qualify for Title IV Financial Aid funds. The test is available at any of the College's placement testing sites. For information, contact one of the Learning Centers or the Financial Aid Office. \*Students must successfully pass 6 credits before aid is offered.
- **General Education Development (GED) Testing ;** Division of Student Services at Tsaile administers the GED Tests or individual who are at least (18) years of age and have not completed high school. A candidate who successfully completes and passes the whole test batteries will receive a high school equivalency diploma from Arizona Department of Education. The Pre-college Prep. at Shiprock administers the GED Tests to individuals 16 years and older and have not completed high school. A candidate who successfully completes and passes the whole test battery will receive a New Mexico High School Diploma from the New Mexico Public Education Department. GED Test administration fee is \$60.00 which covers all (5) test batteries and \$12.00 per subject when re-test becomes necessary.
- **Navajo Language Proficiency Test:** Authorized by the Department of Diné Education, the College administers the proficiency test of oral and written Navajo language. The test requires a \$60.00 money order. For more information or to schedule a test, contact the Tsaile Campus Center for Diné Studies at (928) 724-6663 or (928) 724-6658.
- **Placement Tests:** See Placement Tests section for detailed information.

## **Veteran Services**

Diné College honors military veterans and assists them in their goals to continue their education. Veteran Services helps veteran students with their entitlements towards their education like the Veteran's Education Benefits. Diné College curricula and courses are approved by Arizona and New Mexico Veterans' Commission State Approving Agency for veterans training. Assistance with the application process, organizing discharge papers, and certifications for V.A. are just a few of the services offered. For information, call (928) 724-6727, (505) 368-35134, or (505) 786-7391.

## Weather Emergencies

In the winter, snow and ice storms are common and can cause two-hour delays and class cancellations. To get more accurate information on delays and cancellations, students can check their Diné College e-mail account, the Diné College website: [www.Dinecollege.edu](http://www.Dinecollege.edu), or call 1-877-998-3463 for an updated phone recording. If you do not have internet or phone access, then watch KOB News Channel 4 or KOAT News Channel 7 for Diné College delays and cancellations. If you do not have access to T.V. and phone, then you can tune your radio to KTNN 660 AM. To check if roads and passes are clear, you can go the Navajo Nation Department of Transportation website at [navajodot.org](http://navajodot.org).

## Planning My Educational Journey

### Degree Checklist

A Degree Checklist or Program of Study needs to be completed with the assistance of an academic advisor. Advisors are faculty members within your program of interests or study, regional site directors, or other general advisors in the Learning Center or Student Support Services. The Degree Checklist should be reviewed each semester prior to registering in order to assist you in selecting courses for registration. A Degree Checklist for each major or academic degree program includes:

1. General Education requirements
2. Program Requirements

The Degree Checklist information is included in the following sections and can be downloaded from the Warrior Web link on the College website using your WarriorID.

## Degrees and Certificates

Diné College is authorized to offer academic degrees for the completion of a program of study. These Programs include associates degrees, a bachelor degree, and certificates. If you are planning to transfer from Diné College to a degree program at another college or university, make sure the course(s) you select will transfer. The Office of Records & Admissions has course equivalency guides that show which courses transfer to other colleges and universities. For additional information on transfer equivalency in Arizona, go online to: <http://az.transfer.com/home>.

### 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.

### Course Information

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

Course Numbered:	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 program.	ECE 108 Field Exp I, ECE 110 Field Exp II ECE 358 Field Exp I, ECE 378 Field Exp II ECE 478 Field Exp III SWO 295 Field Exp I, SWO 296 Field Exp II
098, 198, 298, 398, 498	Independent Study- A course with this designation must be approved by the instructor and Division Chair.	EU 498, Student Teaching
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 with already exists in this catalog.	EDU 499, Senior Seminar

## Course Designations

Anthropology	ANT
Astronomy	AST
Biology	BIO
Business	BUS
Chemistry	CHM
Computer Information System	CIS
Computer Science	CSC
Early Childhood Education	ECE
Economics	ECO
Education	EDU
Engineering	EGR
English	ENG
Environmental Science and Technology	ENV
Fine Arts	FA
Foundation Studies	FST
Geology	GLG
Health Education	HEE
History	HST
Humanities	HUM
Mathematics	MTE
Mathematics	MTH
Navajo and Indian Studies	NIS
Navajo Language	NAV
Physical Education and Health	PEH
Physics	PHY
Political Sciences	POS
Psychology	PSY
Public Health	PUH
Sociology	SOC
Social Science	SSC
Social Work	SWO

## General Education Program Requirements Mission Statement

The mission of the Diné College general education program is to provide a foundation in Diné history, language, and culture, and to develop the knowledge and skills needed for continued learning and successful employment. Furthermore, the program seeks to empower students to make informed judgments in a world of diverse beliefs and practices.

The program aims to promote:

- 1) Knowledge and understanding of Diné language, history, culture, values, and world view;
- 2) Proficiency in communication, mathematics, reasoning, and information literacy;
- 3) Foundational knowledge in the humanities, fine arts, social sciences, and natural sciences;
- 4) Knowledge and understanding of diverse cultures; and,
- 5) Self direction and social responsibility.

Each student enrolled in a Diné College degree program or planning to transfer to a four-year institution should complete a required number of academic credit hours in general education. Students enrolled in a certificate program of study are exempt from all general education requirements. The credits for the general education requirements are distributed across broad discipline areas by degree program.

The following are the General Education requirements for the Associate of Arts Degree (A.A.), Associate of Science Degree (A.S.), and Associate of Applied Science Degree (A.A.S.) at Diné College. Both the (A.A.) and (A.S.) degrees meet the Arizona General Education Curriculum AGEC-A transfer requirements.

Discipline	A.A.	A.S.	A.A.S.
Communications	9	9	6
Humanities/Fine Arts	3*	3 *	0
Mathematics	4	3-5	3
Navajo & Indian Studies NIS 111 NIS 221 NAV 101 or 211	9-10	3-4 or 9-10 NIS 111 and NIS 221 may also be used to meet the Humanities requirement and the Social & Behavioral Sciences requirement	9-10
Physical Education	1	1	1
Science	8	8	0
Social & Behavioral Sciences	3*	3*	0
Additional Math & Science	0	6-8	0
<b>Total Credits</b>	<b>36-37</b>	<b>44-47</b>	<b>19-20</b>

\* The second required courses in the Arts and Humanities and in the Social and Behavioral Science are embedded in the Navajo Studies area, namely NIS 111 and NIS 221, respectively.

### Communications Requirements: ENG 101, 102, and 121 for the **English Option**

NAV 212, 291, 301 for the Navajo Option (These courses do not meet AGEC option A, B, and S; the New Mexico Core Competencies; nor satisfy the ENG 101 prerequisite of college level courses).

ENG 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 100B and ENG 101; ENG101 and ENG 102; or ENG 101 and ENG121.

### Humanities/Social and Behavioral Sciences 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 and 6 credits in the social sciences.

New Mexico transferability requires 6-9 credits in humanities/fine arts and 6-9 credits in social sciences. Fifteen credits total are required in humanities and social sciences for the New Mexico Common Core. NIS 221 may be used as the extra 3 credits in Humanities above the 6 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 either the Humanities or the Social and Behavioral Sciences requirements.

Courses in the following disciplines can be used to meet the requirements in Humanities and Fine Arts:

### **Humanities & Fine Arts Requirements**

Art History (ARH)  
Fine Arts (FA)  
History (HST)  
Humanities (HUM)  
ENG 212, 213, 231, 233, 234  
NIS 101-108, 205, 208, 220, 222, 225, 293  
NIS 111 or 221

All courses in the following disciplines can be used to meet the requirements in Social & Behavioral Sciences

### **Social & Behavioral Science Requirements**

Anthropology (ANT)      Psychology (PSY)  
Economics (ECO)      Sociology (SOC)  
History (HST)      Social Science (SSC)  
Political Science (POS)      Social Work (SWO)

### Mathematics Requirements

MTH 114 College Mathematics or MTH 110 College Algebra or any mathematics class with either of these courses as a pre-requisite is required for the A.A. and 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 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 as non-native speakers or as native speakers. Navajo and Indian Studies courses are required of all students enrolled in all degree programs at Diné College. Navajo culture, history, language, and philosophy are areas in which courses are taught in Navajo and English. Courses are offered for two tracks of Navajo language ability: speaker and non-speaker. A placement test is given at the beginning of each semester to determine a student's proficiency level and placement in the appropriate course.

For native speakers of the Navajo language, each of the following courses must be completed.

Navajo Culture: NIS 111  
Navajo History: NIS 221  
Navajo Language: NAV 211 or 212

For non-native speakers of the Navajo language, each of the following courses must be completed.

Navajo Culture: NIS 111  
Navajo History: NIS 221  
Navajo Language: NAV 101 or 102

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 their respective course descriptions specify.

### Physical Education Requirements

Select from PEH courses.

### Science Requirements

The A.A. and A.S. degrees require any two laboratory science courses.

### Transferring General Education Credits

Students planning to transfer to four-year institutions in Arizona or New Mexico and who wish to transfer their general education credits as a block should consult with their advisor early in their program to obtain relevant information about transferring. The goal is to ensure that students take appropriate courses that will enable them to transfer and complete baccalaureate majors with the minimum number of required credits.

### 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 available at <http://az.transfer.org/>.

## Arizona General Education Curriculum (AGEC) Requirements

A 35-semester credit "block" can be completed at any Arizona community college. Because there are some differences in the mathematics and science requirements for different degrees, there are three AGEC options. The blocks will transfer without loss of credit from any Arizona public community college to any other Arizona public community college or university in the programs designated by the 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 2.0 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. The AGEC-A requires a minimum of college mathematics or college algebra. The AGEC-B requires a minimum of brief calculus. The AGEC-S requires a minimum of calculus and a minimum of university chemistry, or university physics, or university biology.

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6
Mathematics***	1	3+
Arts and Humanities	2-3	6-9
Social & Behavioral Sciences*	2-3	6-9
Physical & Biological Sciences	2	8
Navajo Studies	2	6
<b>Total Semester Hours</b>		<b>35-41</b>

**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 may be found at <http://az.transfer.org/cas/students>

- \* 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 may be found at <http://az.transfer.org>.

- \* 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.
- \*\*\* Mathematics requirement: MTH 190.

**AGEC-S for Mathematics and Science Majors** - An approved AGECS 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 may be found at <http://az.transfer.org/cas/students>

- \* 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.
- \*\*\* Mathematics requirement: MTH 191 or MTH 192.
- \*\*\*\* Science requirement: 8 credits of university chemistry, or 8 credits of university physics, or 8 credits of university biology. Choose the science appropriate for your major.

### **Transfer to New Mexico Universities**

Under New Mexico law designated general education core courses successfully completed at any regionally accredited New Mexico institution of higher education are guaranteed to transfer to any New Mexico college or university. 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 Requirements 35 credits

- \* Humanities and fine arts: Introductory history survey and introductory philosophy, and introductory course in history, theory, or aesthetics of the arts or literature.
- \*\* Social/behavioral sciences: Introductory courses only for political science, psychology, sociology, and anthropology, and only macroeconomics & microeconomics for economics.



## Associates of Arts Degree

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 these majors:

<ul style="list-style-type: none"> <li>• Business Administration</li> <li>• Computer Information Systems</li> <li>• Diné Studies</li> <li>• Early Childhood Education</li> <li>• Elementary Education</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Liberal Arts</li> <li>• Navajo Language</li> <li>• Social &amp; Behavioral Sciences</li> <li>• Social Work</li> </ul>
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### **Business Administration**

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

General Education Requirements		Program Requirements	
Communication	9	BUS 204 Business Law	3
Humanities/Fine Arts	3-6	BUS 251 Financing Accounting	3
Mathematics (MTH 110 or 114)	4	BUS 252 Managerial Accounting	3
Navajo & Indian Studies	9-10	BUS 272 Marketing	3
Physical Education	1	BUS 180 Computer in BUS (NM)	3
Science	8	or CIS 111 Intro to Computers (AZ)	3
Social Sciences	3-6	MTH 213 Statistics	4
		ECO 200, 201	3-6
<b>General Education Credits</b>	<b>37-44</b>	<b>Program Credits</b>	<b>25</b>
<b>Total Credits</b>			<b>62-69</b>



### Computer Information Systems

Students learn to develop and maintain systems that produce information for organizational planning. The coursework prepares students for admission to undergraduate programs in Computer Information Systems at a four-year university and for a career in Computer Information Systems.

General Education Requirments		Program Requirements	
Communication	9	BUS 204 Business Law	3
Humanities/Fine Arts	6-9	BUS 251 Financial Accounting	3
Mathematics (MTH 110 or 114)	4	BUS 252 Managerial Accounting	3
Navajo & Indian Studies	9-10	CIS 111 Introduction to Computers	3
Physical Education	1	CSC 150 Programming Fundamentals	3
Science	8	CSC 200 Object Oriented Programming	3
Social & Behavioral Sciences	3	MTH 118 Finite Mathematics	3
		ECO 200, 201	6
<b>General Education Credits</b>	<b>44-50</b>	<b>Program Credits</b>	<b>27</b>
			<b>Total Credits</b>
			<b>67-71</b>

### Diné Studies

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

General Education Requirments		Program Requirements	
Communication	9	NIS 220 Navajo Oral Hlstory	3
Humanities/Fine Arts	6	ANT/NIS 225 Indian of US & North America	3
Mathematics (MTH 110 or 114)	4	NIS 226/POS 226 Navajo Nation Government	3
Navajo & Indian Studies	9-10	NIS 311 Intro Navajo Holistic Healing	3
Physical Education	1	NIS 371 Navajo Philosophy	3
Science	8	<b>Program Credits</b>	<b>15</b>
Social & Behavioral Sciences	6	Recommended Electives: NIS 101, 103, 105, 107, 108, 150, 201, 208, 222, 261, 290, 292, 293 or NAV courses	9
<b>General Education Credits</b>	<b>43-44</b>		
			<b>Total Credits</b>
			<b>67-68</b>

## **Early Childhood Education**

Navajo: Ásilá

Áłchíní yázhí nilzéegi na'nitin nihít bééh9zingo bee neihnish doo. Áłchíní k'é bíínlí'níigo dó k'é bidii'nígo łahdóó biyaa hwiidil'aal. Áádóó amá dóó azhé'é na'nitin bee bíká anéilwo'go ba'á łchíní nizhó nígo yiyaa hool 'aah dooleet.

The mission of the Associate of Arts in Early Childhood Education is to build relationships with those who continually pursue a deeper understanding of the lessons embedded in Diné values. Through these lessons we will strengthen children and support caregivers as advocates.

<b>General Education Requirements</b>		<b>Program Requirements</b>	
Communication	9	ECE 111 Intro Early Childhood Education	3
Humanities/Fine Arts	6	ECE 116 Language & Cognitive Development	3
Mathematics (MTH 180)	3	ECE 220 Creative Arts for Young Children	3
Navajo & Indian Studies	9-10	ECE 225 Child Growth & Development	3
Physical Education	1	ECE 235 K'é, Ádaa Ákohwiindzin, Social Development & Community	3
Science	8	ECE 245 Wellness & Special Needs	4
Social & Behavioral Sciences	6	ECE 108 Field Experience I	2
<b>General Education Credits</b>	<b>42-43</b>	ECE 110 Field Experience II	2
		<b>Program Credits</b>	<b>23</b>
<b>Total Credits</b>			<b>65-66</b>



## Elementary Education

The Associate of Arts degree in Elementary Education introduces students to teaching and encourages their reflection upon and pursuit of teaching as a career and prepares them for successful participation in the field of education. Students can choose one of three tracks to complete this degree.

General Education Requirements		Track 1	
Communication	9	NAV 212 Navajo Lit & Grammar for Speakers II	3
Humanities/Fine Arts	6	NAV 301 Navajo Desc & Narr Writing	3
Mathematics	4	Choice of One (1)	
Navajo & Indian Studies	9-10	NAV 289, NIS 226, 261, 290, 292, 311, 371	3
Physical Education	1	EDU 240 Intro to Special Education	3
Science	8	EDU 297 Education Practicum	1
Social & Behavioral Sciences (HST)	6	MTH 180, 181	6
		Any EDU class	3
<b>General Education Credits</b>	<b>43-44</b>	<b>Program Credits</b>	<b>22</b>
<b>Total Credits</b>			<b>62-69</b>

Track 2		Track 3	
NAV 102 Navajo as a Second Language II	4	EDU 200 Foundations of Education	3
NAV 201 Intermediate Navajo I	4	EDU 238 Children's Literature	3
NAV 202 Advanced Intermedite Navajo	4	EDU 240 Intro to Special Education	3
EDU 240 Intro to Special Education	3	EDU 290 Methods & Matherials Navajo Ed	3
Any EDU Course	3	EDU 292 Biling-Bicultural Ed & Curr Critique	3
EDU 297 Education Practicum	1	EDU 297 Education Practicum	1
MTH 180, 181	3	MTH 180, 181	6
<b>Track 2 total credits</b>	<b>25</b>	<b>Program Credits</b>	<b>22</b>
<b>Total Credits</b>			<b>64-68</b>

## Fine Arts

The Fine Arts program at Diné College offers a visual arts curriculum for students who expect to transfer to a four-year program. The curriculum promotes personal development in the arts. It includes studio art courses in Ceramics, Drawing, Commercial Art, Graphics, Painting, Photography, and Sculpture, as well as in Art History and Art Education. Interested students should consult the catalogs of four-year institutions that offer Bachelor of Fine Arts programs and speak with Fine Arts advisors. Ceramics, Painting, Photography, and Sculpture are available only at Tsaile.

General Education Requirements		Program Requirements	
Communication	9	Six credits of the following:	6
Humanities/Fine Arts	6	ARH 211 Survey of Native American Art	
Mathematics (MTH 110 or 114)	4	ARH 213 Survey of Work Art, Prehis -1500 or	
Navajo & Indian Studies	9-10	ARH 214 Survey World Art, 1500-Present	
Physical Education	1	FA 112 Basic Design	3
Science	8	FA 115 Beginning Drawing	3
Social Sciences	6	9 hours from ARH or FA courses	9
<b>General Education Credits</b>	<b>43-44</b>	<b>Program Credits</b>	<b>21</b>
		<b>Electives</b>	<b>3</b>
<b>Total Credits</b>			<b>67-68</b>

## Liberal Arts

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

General Education Requirements		Program Requirements	
Communication	9	Literature - Choice of two - ENG 231, 233, 234	6
Humanities/Fine Arts	6	Humanities - Choice of one: ARH 211, 213, 214, HUM 221, 250	3
Mathematics (MTH 110 or 114)	4	Creative Arts - choice of one: ENG 212, 213, FA 215, 221, 231, 245, 290, NIS 205, 208	3
Navajo & Indian Studies	9-10	Social Science - choice of two: ANT 210, 225, 265, HST 234, 245, PSY 250, 240, 215, SOC 230, 201, 215	6
Physical Location	1	Diné Studies - choice of one: NIS 220, 226, 371	3
Science	8	Physical Education	1
Social & Behavioral Sciences	6		
<b>General Education Credits</b>	<b>43-44</b>	<b>Program Credits</b>	<b>22</b>
<b>Total Credits</b>			<b>65-66</b>

\*This requirement waived for students who have earned 64 credit hours of the graduation requirement.

## Navajo Language

The purpose of the Navajo Language Program is to prepare students to enter teacher certification programs and become Navajo language teachers or well prepared bilingual teachers. Students can also work in interpretation, anthropology, linguistics, and related fields.

General Education Requirements		Program Requirements	
Communication	9	NAV 212 Navajo Lit & Gram for Speakers	3
Humanities/Fine Arts	6	NAV 289 Navajo Linguistics	3
Mathematics (MTH 110 or 114)	4	NAV 301 Navajo Descriptive & Narr Writing	3
Navajo & Indian Studies	9-10	NAV 350 Teaching Navajo to Native Speakers	4
Physical Education	1	NAV 351 Teaching Navajo as Second Lang	4
Science	8	NAV 401 Navajo Gram & Applied Linguistics	3
Social & Behavioral Sciences (HST)	6	NIS 371 Navajo Philosophy	3
<b>General Education Credits</b>	<b>43-44</b>	<b>Program Credits</b>	<b>23</b>
<b>Total Credits</b>			<b>66-67</b>

\* These courses fulfill partial requirements for New Mexico teaching endorsements in English as a Second Language, Bilingual/Bicultural Education, and Modern, Classical, and Native American Languages. Individuals seeking the Navajo Language Endorsement in New Mexico or Arizona are required to take the Navajo Language Proficiency Test. Diné College is authorized by the Navajo Nation to administer this test. In addition to the courses listed here, other courses in Navajo language studies are also offered: NAV 231, NAV 291, NAV 478; NIS 220, NIS 226, NIS 293; EDU 200, EDU 292.



## Social and Behavioral Sciences

The Social and Behavioral Sciences (SBS) degree is an interdisciplinary, liberal arts degree designed to introduce students to the foundations of human behavior and cultures. SBS disciplines include Anthropology, Economics, History, Political Science, Psychology, Social Work, and Sociology. The SBS A.A. programs prepare students for transfer to a 4-year degree and provide basic training for work in the social sciences.

General Education Requirements		Program Requirements		
Communication	9	<b>Choice of six (6):</b>		
Humanities/Fine Arts	6	Any ANT, POS, PSY, SOC, SSC or SWO courses distributed among three different disciplines and including 9 hours of 200 level coursework.	18	
Mathematics (MTH 110 or 114)	4			
Navajo & Indian Studies	9-10			
Physical Education	1	<b>Choice of one (1)</b>		
Science	8	HST 101, 102, 135, 136	3	
Social & Behavioral Sciences	*	<b>Elective Credits</b>	<b>7</b>	
<b>General Education Credits</b>	<b>37-38</b>	<b>Program Credits</b>	<b>21</b>	
			<b>Total Credits</b>	<b>65-66</b>

\* Fulfilled in program requirement

## Social Work

This program provides skills, knowledge, and predispositions needed for becoming a technician or paraprofessional in a social welfare program. It enables transferring to a four-year college or university. Some courses are equivalent to junior and senior level courses. Students who plan to transfer to a four-year college or university should check with that institution in selecting Social Work courses.

General Education Requirements		Program Requirements		
Communication	9	SWO 111 Social Work as a Vocation	1	
Humanities/Fine Arts	6	SWO 211 Intro to Social Work	3	
Mathematics (MTH 110 or 114)	4	SWO 242 Community Social Service Skills	3	
Navajo & Indian Studies	9-10	SWO 243 Community Social Service & Culture	3	
Physical Education	1	SWO 250 Client Processing	3	
Science	8	SWO 295 Field Experience I	3	
Social & Behavioral Sciences (HST)	6	SWO 296 Field Experience II	3	
		<b>Elective Credits</b>	<b>3</b>	
<b>General Education Credits</b>	<b>43-44</b>	<b>Program Credits</b>	<b>19</b>	
			<b>Total Credits</b>	<b>65-66</b>

## Associate of Science Degree Programs

Students completing these Associate of Science Degree (A.S.) programs will be prepared to enter the job market in positions which require a two-year degree or to transfer to a four-year college or university. The program and General Education requirements are outlined below.

<u>Public Health Program with Options:</u> <ul style="list-style-type: none"> <li>• Health Education (Socio-Cultural) Option</li> <li>• Environmental Public Health Option</li> </ul>	<u>Science Degrees with Options:</u> <ul style="list-style-type: none"> <li>• Biology Option</li> <li>• Environmental Sciences Option</li> <li>• General Science Option</li> <li>• Health Occupation Option</li> <li>• Mathematics Option</li> <li>• Physics Option</li> </ul>
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### Public Health

This program is designed for working health professionals as well as those wishing to pursue a health profession that emphasizes community and population health. It promotes Navajo concepts of health and wellness. The A.S. in Public Health is either a terminal degree or transfer program to colleges and universities that offer four-year programs in public health, health education, health promotion, or community health. The program offers two options: the Health Education (Socio-Cultural) Option and the Environmental Public Health Option.

General Education Requirements		Option A	
Communication	9	PUH 280 Imp & Eval of Pub Health Inter.	6
Humanities/Fine Arts	6	Three hours of elective	
Mathematics (MTH 110 or 114)	4	<b>or Option B:</b>	
Navajo & Indian Studies	3-4	PUH 290 Public Health Research Methods	7
Physical Education	1	PUH 297 Practicum	
Science *		<b>Choose 1 of the two options above</b>	
Social & Behavioral Sciences **	3	<b>Health Education (Socio-Cultural Option)</b>	<b>9</b>
<b>General Education Credits</b>	<b>26-27</b>	HEE 110 Intro to Wellness	
		HEE 111 Personal & Community Health	
<b>Program Requirements</b>		PUH 200 Principles of Health Education	
BIO 100 or BIO 181	4	<b>or Environmental Public Health Option</b>	<b>9-10</b>
BIO 205, Microbiology	4	PUH 201 Prin of Environ Public Health	
PUH 111, Intro to Public Health	3	PUH 202 Uranium & Environ Health	
PUH 270, Comm Hlth Assmt & Plan	3	<b>Then Chose one (1) of these courses</b>	
PUH 275, Health Services & Policy	3	ENV 160 Intro Geographic Info System	3
PUH 295, Public Health Sciences	3	ENV 101 Intro Environmental Science	4
Sociology Elective	3		<b>38-40</b>
<b>Program Credits</b>	<b>41-43</b>	<b>Total Credits</b>	<b>64-70</b>

\* Science Courses are fulfilled in program requirements.

\*\* Three additional credit hours in SBS hours fulfilled in program requirements.

### **Biology Option**

Students selecting this option 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.

<b>General Education Requirements</b>		<b>Program Requirements</b>	
Communications	9	BIO 181 General Biology I	4
Humanities/Fine Arts	6	BIO 182 General Biology II	4
Mathematics (MTH 110)	4	Choose one (1) pair:	
Navajo & Indian Studies	3-4	CHM 151 Gen Chemistry I*	9-10
Physical Education	1	CHM 152 Gen Chemistry II*	
Science	8	<b>or</b>	
Social & Behavioral Sciences	6	CHM 130 Fund Chemistry	
		CHM 230 Fund Organic Chemistry	
		Choose one (1):	
		MTH 190 Pre-Calculus	4-5
		<b>or</b>	
		MTH 213/PSY 213	
		BIO Electives - BIO 184 or above	8
<b>General Education Credits</b>	<b>37-38</b>	<b>Program Credits</b>	<b>29-31</b>
			<b>Total Credits</b>
			<b>66-69</b>

\* Pre-professional students are advised to complete the CHM 151-152 sequence



### Environmental Science Option

Students selecting this option will be prepared to transfer to Bachelors of Science degree programs in Environmental Biology, Environmental Science, Wildlife Management or Resource Management. Majors can receive internship support for research in both the academic year and during the summer if maintaining good academic standing, see Special Programs in this Catalog.

General Education Requirements		Program Requirements	
Communications	9	BIO 181 General Biology I	4
Humanities/Fine Arts	6	BIO 182 General Biology II	4
Mathematics (MTH 110)	4	ENV 101 Intro to Environmental Science	4
Navajo & Indian Studies	3-4	ENV 230 Sampling & Monitoring	4
Physical Education	1	<b>Choose one (1) of the following pairs:</b>	
Social & Behavioral Sciences	6	CHM 151 General Chemistry I*	10
		CHM 152 General Chemistry II*	
		<b>or</b>	
		GLG 101 Indigenous Phys Geology	8
		GLG 102 Historical Geology	
		<b>or</b>	
		PHY 110 Algebra based Physics I	8
		PHY 111 Algebra based Physics II	
		<b>Choice of one (1):</b>	
		MTH 190 Pre-Calculus **	4-5
		MTH 213 Statistics	
		<b>Restricted Electives</b>	<b>3-7</b>
<b>General Education Credits</b>	<b>29-30</b>	<b>Program Credits 31-35</b>	
			<b>Total Credits 64-68</b>

\* Pre-professional students are advised to take CHM 151-152.

\*\* Students should be aware that the AGECS block for Math and Science majors requires MTH 191.

Choose one of the following not taken in program requirements: BIO 184, BIO 205, BIO 223, BIO 242; CHM - 200 or above; ENV 105 or any ENV or GLG; MTH 190 or above; PHY 110 or above; PUH 201



### **General Science Option**

This option provides maximum flexibility and is appropriate for pre-professional students in pre-medicine, pre-pharmacy, pre-dental, medical technology and other professional fields. It would be the program of choice for Geology and Chemistry students.

<b>General Education Requirements</b>		<b>Program Requirements</b>	
Communications	9	Choose One pair:	
Humanities/Fine Arts	6	CHM 151 General Chemistry I**	8-10
Mathematics (MTH 110)	4	CHM 152 General Chemistry II**	
Navajo & Indian Studies	3-4	<b>or</b>	
Physical Education	1	CHM 130 Fund Chemistry	
Science	8	CHM 230 Fund Organic Chemistry	
Social & Behavioral Sciences	6	<b>or</b>	
		BIO 181 Gen Biology I	
		BIO 182 Gen Biology II	
		<b>or</b>	
		PHY 110 Algebra Based Physics I	
		PHY 111 Algebra Based Physics II	
		<b>or</b>	
		PHY 121 Calculus Based Physics I	
		PHY 131 Calculus Based Physics II	
		<b>or</b>	
		GLG 101 Indigenous Phys Geology	
		GLG 102 Historical Geology	
		Choose one (1):	
		MTH 213 Statistics	4-5
		MTH 190 Pre-Calculus*	
		Science/Math Electives***	8
<b>Unrestricted elective credits to meet the 64 credit graduation requirement</b>			<b>8</b>
<b>General Education Requirements</b>	<b>37-38</b>	<b>Program Credits</b>	<b>28-31</b>
			<b>Total Credits 65-69</b>

### Program Requirements

Eight additional credits of science required to meet the General Education science requirement. Select one of the credit sequences:

- \* Students be aware that the AGEC-S block for Math and Science majors require MTH 191.
- \*\* Pre-professional students are advised to complete the CHM 151-152 sequence.
- \*\*\* Eight additional credits to be selected from: MTH 190 or above, CHM 130 or above; PHY 110 or above; BIO 180 or above; GLG 101 or above; ENV 101

### Health Occupations Option

This option is appropriate for students who plan to enter nursing or other allied health profession. Upon completion of this degree students will be prepared to transfer to appropriate programs at the four-year universities or technical schools. Math 114 is recognized option to meet the General Education requirements for the State of Arizona and it is accepted to meet the nursing requirement for a math course at NAU and ASU, and institutions to which many students transfer.

General Education		Program Requirements	
Communications	9	PSY 111 Intro to Psychology	3
Humanities/Fine Arts	6	BIO 201 Human Anatomy & Phys I	4
Mathematics (MTH 110 or MTH 114*)	4	BIO 202 Human Anatomy & Phys II	4
Navajo & Indian Studies	3-4	BIO 205 Microbiology	4
Physical Education	1	Choice of one:	
Science	8	CHM 151 General Chemistry I	5
Social & Behavioral Sciences	6	CHM 130 Fund Chemistry	4
		Choice of One:	
		ANT 111 Intro to Cultural Anth	3
		or	
		NAV 231 Medical Terminology of Nav	
		or	
		SOC 111 Intro to Sociology	
		<b>Program Electives</b>	<b>12</b>
<b>General Education Total</b>	<b>37-38</b>	<b>Program Credits</b>	<b>22-23</b>
		<b>Total Credits</b>	<b>71-73</b>

\* NAU nursing programs require MTH 114.

\*\* Select from BIO 181\*, BIO 182, BIO 184, BIO 190, BIO 242, MTH 213\*, CHM 152, PHY 101, PHY 110, PSY 240\*, PUH 141\*, and PUH 241\*. PSY 240, BIO 181, MTH 213 and PUH 141 or PUH 241 are recommended for transfer to most nursing programs.



### **Mathematics Option**

Students selecting this option will complete the foundations in pure mathematics and selected topics in physical sciences or economics. Students will be prepared to pursue employment or further studies in fields such as mathematics, physics, chemistry, biology, or engineering.

<b>General Education Requirements</b>		<b>Program Requirements</b>	
Communications	9	MTH 190 Pre Calculus	5
Humanities/Fine Arts	6	MTH 191 Calculus I	5
Mathematics (MTH 110 or MTH 114)	4	MTH 192 Calculus II	4
Navajo & Indian Studies	3-4	MTH 220 Calculus III	4
Physical Education	1	Choice of two (2):	
Science	8	MTH 213 Statistics	6-7
Social & Behavioral Sciences	6	MTH 221 Differential Equations	
		MTH 225 Elementary Linear Algebra	
<b>General Education Credits</b>	<b>37-38</b>	<b>Program Credits</b>	<b>24-25</b>
		Unrestricted elective credits as needed to meet the 64 credits graduation requirement	<b>9</b>
<b>Total Credits</b>			<b>70-72</b>

### **Physics Option**

This option will complete the foundations in physics as preparation for further studies in physics at a four-year college or institution.

<b>General Education Requirements</b>		<b>Program Requirement</b>	
Communications	9	PHY 121 Calculus Based Physics I	4
Humanities/Fine Arts	6	PHY 131 Calculus Based Physics II	4
Mathematics (MTH 110 or MTH 114)	4	MTH 190 Pre-Calculus	5
Navajo & Indian Studies	3-4	MTH 191 Calculus I	5
Physical Education	1	MTH 192 Calculus II	4
Science	8	MTH 220 Calculus III	4
Social & Behavioral Sciences	6	CSC 150 Programming Fundamentals	3
		CHM 151 General Chemistry I	5
		CHM 152 General Chemistry II	5
<b>General Education Credits</b>	<b>37-38</b>	<b>Program Credits</b>	<b>39</b>
<b>Total Credits</b>			<b>76-77</b>

## Associate of Applied Science Degree Programs

The Associate of Applied Science (A.A.S.) degree prepares students for employment following graduation. They offer practical introductions to the field of work; additionally students may transfer to the University of Arizona campuses for the Bachelor of Applied Science degree. A minimum of sixty-four academic credits must be earned in specified coursework. Associate of Applied Science degrees are awarded in these two programs of study:

### **Business Management**

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 and General Education Requirements are spelled out on the following page).

<b>General Education</b>		<b>Program Requirements</b>	
Communications	6	BUS 141 Intro to Business	3
Mathematics (MTH 100)	4	BUS 142 Business Math	3
Navajo & Indian Studies	9-10	BUS 143 Business English	3
Physical Education	1	BUS 152 Fundamentals of Accounting	3
		BUS 204 Business Law	3
		BUS 211 Business Internship	3
		BUS 243 Business Communication	3
		BUS 246 Principles of Management	3
		BUS 251 Financial Accounting	3
		BUS 254 Micro-computing Accounting	3
		BUS 260 Finance	3
		BUS 272 Marketing	3
		BUS 180 Computers in Business	3
		BUS 144 Human Relation	3
		<b>Choose one (1) of the following:</b>	
		ECO 111 Introduction to Economics	3
		ECO 200 Principle of Macroeconomics	
		ECO 201 Principle of Microeconomics	
<b>General Education Credits</b>	<b>19-20</b>	<b>Program Credits</b>	<b>45</b>
			<b>Total Credits</b>
			<b>64-65</b>

### **Office Administration**

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

<b>General Education Requirements</b>		<b>Program Requirements</b>	
Communications	6	BUS 111 Keyboarding**	3
Mathematics	*	BUS 121 Records Management	3
Navajo & Indian Studies	9-10	BUS 124 Office Procedures	3
Physical Education	1	BUS 141 Introduction to Business	3
		BUS 142 Business Math	3
		BUS 143 Business English	3
		BUS 145 Customer Relations & Service	3
		BUS 152 Fundamentals of Accounting	3
		BUS 214 Word Processing I	3
		BUS 216 Word Processing II	3
		BUS 240 Personal Finance	3
		BUS 243 Business Communication	3
		BUS 180 Computers in Business	3
		BUS 144 Human Relations	3
		BUS 211 Business Internship	3
		CIS 101 Spreadsheet	3
<b>General Education Credits</b>	<b>16-17</b>	<b>Program Credits</b>	<b>48</b>
<b>Total Credits</b>			<b>64-65</b>

\* Fulfilled with BUS 142 in program requirement.

\*\* A three-credit hour BUS elective must be taken when BUS 111 has been waived

## **Bachelor of Arts in Elementary Education for General Classroom Teachers Program**

The Diné College Elementary Education Bachelor degree supports initial teacher certification (ITC) for individuals who desire to be a general education classroom teacher for Navajo children in K-8 schools. Upon completion of the coursework, a graduate will meet one of the qualifications to teach in a general education K-8 classroom and may apply for provisional Arizona Bilingual, ESL, and SEI endorsements as well as the Arizona Elementary Foreign Language endorsement. In addition to the Bachelor degree, successful passing of a Arizona Educator Proficiency Assessment is required for teacher certification.

The Elementary Education (K-8) program offers the degree through approaches that promote Diné philosophy, culture, history, language and literacy. The program aims to develop teachers who possess the necessary values, knowledge, skills, and confidence to promote children's academic skills and cultural identities in Navajo and English.

### Explanation of Course Sequence towards the Bachelor degree

Students entering at the freshman or sophomore level may declare a major as Pre-professional Elementary Education towards a Bachelor degree. A minimum of 54 earned credit hours of pre-professional courses in general education and academic specialization are required to successfully enter the professional sequence, which begins in the first semester of the junior year. Students must also fulfill the additional Professional Sequence Admission Criteria explained below.

Students enter the Professional Sequence of courses in the Diné College Elementary Education Bachelor degree program as a cohort in the first semester of the junior year. In the four semesters of the junior and senior years, courses are taken in a fixed sequence by the same group of students who support each other. The sequence of courses is followed for four semesters culminating in 63 credit hours at the junior and senior level. A degree is awarded after successful completion of a minimum of 127 credit hours.

### Professional Sequence Admission Criteria:

- Completion of a minimum of 54 credit hours of appropriate and transferable coursework at the freshman-sophomore level with a cumulative grade point average of 2.5 or better.
- Submission of a complete Professional Sequence application packet (BA Program Application).
- Recommendation of acceptance after interview conducted by committee or completion and successful evaluation of an essay topic in Navajo or English.
- Obtain fingerprint clearance from the State of Arizona.
- Obtain Navajo Nation tribal background check
- Students not currently enrolled at or admitted to Diné College must fulfill other initial requirements for College admission.

### Satisfactory Academic Progress for Professional Sequence Students

Students admitted to the BA in Elementary Education program must maintain a minimum semester, professional sequence GPA of 3.0.

Any student whose professional sequence semester GPA drops below a 3.0 will be placed on academic probation for one semester. A professional sequence semester GPA drops below a 3.0 while on academic probation will be removed from the program for one academic year.

### BA Program Handbook

The BA in Elementary Education program has its own Professional Sequence Handbook which contains information and outlines policies more specific to students who are admitted and currently enrolled in this program.

Copies of the handbook are provided to accepted students along with their acceptance letter. Other copies are available upon request by calling 928-724-6699.

Application for admission to the Bachelor degree program can begin at anytime. New cohorts begin each Fall semester. Students are strongly encouraged to apply by May 1st for fall admission to ensure acceptance, facilitate field experience placement, and to meet Navajo Nation scholarship deadlines for full-time students. Faculty advising for completion of this degree is very important. Please visit us on the web at <http://cdte.Dinecollege.edu> or call 928-724-6699 for more information.

### Elementary Education Bachelor Program requirements

#### Pre-Professional Sequence Requirements: (Freshman-Sophomore Semesters)

The pre-professional sequences of courses are courses taken in the freshman-sophomore semesters. See General Education Requirements and Program Requirements under the Associate of Arts in Elementary Education for course information. Non-elementary-education majors should contact an advisor in the Elementary Education program to discuss options for admission into the BA professional sequence portion (the junior-senior semesters).

## Professional Sequence Requirements: (Junior-Senior Semesters)

<b>Semester I</b>	
EDU 345 Understanding Human Development in Schools	3
EDU 350 Special Education in Indigenous Classrooms	3
EDU 352 Methods for Teaching Diné Educational Philosophy in K-8 Schools	3
EDU 354 Emergent Literacy, Language Learning & Assessment in Bilingual/ESL Settings	3
EDU 356 Methods for Language Diverse Students I	3
EDU 358 Field Experience I	1
<b>Total:</b>	<b>16</b>
<b>Semester II</b>	
EDU 361 Technology in Education	3
EDU 365 Bilingual/ESL Science Methods, Mgt & Assessment	3
EDU 367 Bilingual/ESL Social Studies Methods, Mgt & Assessment	3
EDU 374 Bilingual/ESL Reading Methods, Mgt & Assessment	3
EDU 376 Methods for Language Diverse Students II	3
EDU 378 Field Experience II	1
<b>Total:</b>	<b>16</b>
<b>Semester III</b>	
EDU 461 Communities: Culture, Schooling & Classroom Mgt	3
EDU 465 School Law	3
EDU 467 Bilingual/ESL Math Methods, Mgt & Assessment	3
EDU 474 Bilingual/ESL Writing Methods, Mgt & Assessment	3
EDU 476 SEI/ESL for Linguistically Diverse Learners in Bilingual Settings	3
EDU 478 Field Experience III	1
<b>Total:</b>	<b>16</b>
<b>Semester IV</b>	
EDU 498 Student Teaching	14
EDU 499 Diné Education Seminar	1
<b>Total:</b>	<b>15</b>
Pre-Professional Sequence Credit Hours Total:	<b>64-68</b>
Professional Sequence Credit Hours Total:	<b>63</b>
<b>Total Credits:</b>	<b>127-131</b>

## 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.

• Office Technology	• Small Business Management/ Entrepreneurship	• Public Health
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### Office Technology

This program provides training in entry level office positions. It also offers a foundation for the Office Administration A.A.S. program.

#### Program Requirements

BUS 111 Keyboarding*	3	BUS 152 Fundamentals of Accounting	3
BUS 121 Records Management	3	BUS 214 Word Processing I	3
BUS 124 Office Procedures	3	BUS 216 Word Processing II	3
BUS 142 Business Math	3	ENG 100B Communication Workshop II	3
BUS 143 Business English	3	BUS 144 Human Relations	3
BUS 145 Cust Relations & Svc	3		
<b>Total credits for certificate:</b>			<b>33</b>

\* BUS 111 may be waived if at least one year of keyboarding was completed in high school; a Business elective must be substituted

### Small Business Management/Entrepreneurship

This program will train students in the academic areas needed to run a small business successfully. It will provide assistance to existing small Navajo businesses and provide employment for students who desire managerial positions in retail, wholesale, and industrial entities.

#### Program Requirements:

BUS 141 Introduction to Business	3	BUS 242 Small Business Management	3
BUS 142 Business Math	3	BUS 243 Business communications	3
BUS 145 Cust Relations & Svc	3	BUS 254 Micro-Computing Accounting	3
BUS 152 Fundamentals of Acctg	3	BUS 272 Marketing	3
BUS 204 Business Law	3	BUS 180 Computers in Business	3
BUS 240 Personal Finance	3		
<b>Total credits for certificate:</b>			<b>33</b>

**Public Health Certificate**

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 public health services programs in the Navajo Nation. The courses are taught according to the Diné Education Philosophy following the program development cycle of assessment, planning, implementation, and evaluation.

Option B specifically applies these principles to the conduct of public health research. This certificate is jointly awarded by Diné College and by the Mel and Enid Zuckerman College of Public Health at the University of Arizona.

Program Requirements			
PUH 111, Introduction to Public Health	3	<b>Option B:</b>	
PUH 270, Comm Hlth Assessment/Plan	3	PUH 290, Pub Hlth Research Methods	4
<b>Option A:</b>		PUH 297, Pub Hlth Resrch Mthds Prac	3
PUH 280, Implement & Eval of Pub Hlth	3		
<b>Choose 1 course</b>	<b>3</b>		
EDU 111, BIO 170, BIO 201, HEE 110, 111, PSY 111, 240, 250, SOC 111, 201, 225, PUH 241, 289			
<b>Total Credits for Certificate</b>			<b>12-13</b>

Certificate program



# Course Descriptions

## ANTHROPOLOGY (ANT)

### **ANT 111 Introduction to Cultural Anthropology (3)**

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

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

### **ANT 112 Physical Anthropology (3)**

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

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

### **ANT 201 Ethnographic Methods (3)**

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

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 or instructor's permission.

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 215 Expressive Navajo Culture (3)**

Prerequisites: NAV 101 or instructor's permission.

Expressive Navajo Culture is a survey of linguistics, including language loss and the maintenance and preservation of languages. The course emphasizes improving and developing communication skills and understanding of Navajo culture. Faculty introduce and develop topics on verbal, visual dramatic, musical and cultural arts as aesthetic expressions. ANT 215 is taught in Navajo.

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

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

Cross listed with NIS 225.

In this course, faculty survey the indigenous groups of the 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 or instructor's permission.

Principles of Archaeology is 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 or instructor's permission. 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 HISTORY (ARH)

### **ARH 211 Survey of Native American Art (3)**

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

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

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

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

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

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

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

This course provides major 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).

## ASTRONOMY (AST)

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

Prerequisite: ENG 100B, FST 131, MTH 051, or instructor's permission.

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

## BIOLOGY (BIO)

### **BIO 100 Biology Concepts (4)**

Prerequisite: FST 131, MTH 051, plus ENG 101 or instructor's permission.

This is a one-semester introductory course covering basic principles and concepts of biology. Faculty work with students who study methods of scientific inquiry, and behavior of matter and energy in biological systems. This course is for non-majors only. It will not transfer for biology majors. This course meets for three hours lecture and three hours laboratory per week.

### **BIO 156 Introduction Biology for Allied Health (4)**

Prerequisite: MTH 051, FST 131 plus ENG 101 or instructor's permission.

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

### **BIO 160 Introduction to Human Anatomy and Physiology (4)**

The principles of the scientific method are emphasized in this course. During one semester students examine the structure and function of the major systems of the human body. Basic principles and concepts of organization, homeostasis and control mechanisms of the system are studied. This course does not meet nursing program prerequisites.

### **BIO 165 Cancer Prevention and Control (3)**

Cancer Prevention and Control focuses on the core concepts of biology and public health as they relate cancer. The course will address both the biological processes within cells that may result in cancer and the public health approach 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 will be covered, so it is recommended that students should have taken at least one course in introductory biology and one course in introductory public health before enrolling in this course.

### **BIO 170 Medical Terminology (3)**

Prerequisite: Reading proficiency requirement or concurrent enrollment in FST 131.

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

### **BIO 181 General Biology I (4)**

Prerequisite: FST 131, MTH 100, plus ENG 101 or instructor's permission.

One year of high school chemistry or one semester of college chemistry 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 continue to deepen their understanding by learning additional principles of structure and function of living things at molecular, cellular, and higher levels of organization. This course meets for three hours lecture and three hours laboratory per week.

### **BIO 184 Plant Biology (4)**

Prerequisite: Instructor's permission.

Faculty provide instruction in the study of principles and processes in plant biology with emphasis on vascular plants. Students survey of the plant kingdom. This course meets for three hours lecture and three hours laboratory per week.

### **BIO 201 Human Anatomy and Physiology I (4)**

Prerequisite: One semester of college level biology and one semester of college level chemistry or equivalent, or instructor's permission. Anatomy and physiology is the study of structure and function of the human body. Selected topics include: cells, tissues, integumentary system, skeletal system, muscular system and nervous system. This course meets for three hours lecture and three hours laboratory per week.

### **BIO 202 Human Anatomy and Physiology II (4)**

Prerequisite: BIO 201 or instructor's permission.

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

**BIO 205 Microbiology (4)**

Prerequisite: One semester of college level biology or instructor's permission is required. One semester of college level chemistry is recommended. Students in this class will 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 223 Vertebrate Zoology (4)**

Prerequisite: Minimum grade of "C" in BIO 181.

This course is a study of the evolution, systematic, diversity, distribution, ecology and major adaptations of the vertebrates. It will meet for three hours of lecture and three hours of lab. This class is only offered at Shiprock.

**BIO 226 Ecology (4)**

**Prerequisite: ENV 101 or BIO 181 or BIO 182.**

Students will be 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 240 Human Pathophysiology (3)**

Prerequisite: BIO 201, BIO 202 or instructor's permission. BIO 205 recommended.

In this course, 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 applying understanding to the study of altered physiological states that will be encountered in the health care professions.

**BIO 242 General Genetics (4)**

Prerequisite: One semester of college level Biology or instructor's permission. One semester of college level Chemistry recommended. Students in this course will survey mechanisms of inheritance (Mendelian and non-Mendelian) and modern molecular genetics, including regulation of transcription and translation, introduction to genomes, understanding basics of the processes 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 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 seminar with some hands-on research experiences.

**BUSINESS AND OFFICE ADMINISTRATION (BUS)****BUS 111 Keyboarding (3)**

This course enables the students to learn keyboarding 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 (1) hour laboratory required.

**BUS 121 Records Management (3)**

Prerequisite: FST 131 or instructor's permission

In this course, faculty provide a basic introduction to the application of basic methods with emphasis on management, planning, and control of records.

**BUS 124 Office Procedures (3)**

Prerequisite: BUS 111, FST 130, MTH 011, or instructor's permission.

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

**BUS 141 Introduction to Business (3)**

Prerequisite: FST 131 or instructor's permission. This is a survey course which is designed to orient the 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.

**BUS 142 Business Math (3)**

Prerequisite: MTH 051.

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 will introduce the students to basic grammar and sentence structure used in the business world.

### **BUS 144 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. Offers structured situations in which to explore interpersonal relationships and communication skills. 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.

### **BUS 145 Customer Relations and Service (3)**

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

### **BUS 152 Fundamentals of Accounting (3)**

Prerequisite: MTH011 or instructor's permission.

This course is an introduction to accounting fundamentals. It includes journalizing, posting, worksheets, financial reports, and data processing for accounting. One (1) hour laboratory required.

### **BUS 180 Computers in Business (3)**

Prerequisite: Basic typing skills or instructor's permission.

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 (1) hour laboratory required.

### **BUS 204 Business Law (3)**

Prerequisite: FST 131 or instructor's permission.

Faculty introduce law and the legal process as it relates to business transactions including contracts, sales, commercial paper and secured transactions. It also includes discussions of business ethics.

### **BUS 211 Business Internship (3)**

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

### **BUS 214 Word Processing I (3)**

Prerequisite: BUS 111, FST 130, MTH 011 or instructor's permission.

This course is a basic introduction to word processing. It includes application of the basic functions of the word processor. One (1) hour laboratory required.

### **BUS 216 Word Processing II (3)**

Prerequisite: BUS 214 or instructor's permission.

A continuation of Word Processing I. Applies basic and advanced functions of word processing. One (1) hour laboratory required.

### **BUS 240 Personal Finance (3)**

Prerequisite: MTH 051.

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

### **BUS 242 Small Business Management (3)**

Prerequisite: BUS 152 or instructor's permission.

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

### **BUS 243 Business Communication (3)**

Prerequisite: BUS 111, BUS 143, and ENG 100B or ENG 101.

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

### **BUS 246 Principles of Management (3)**

This course introduces vital aspects of supervisory management. It gives an overview of skills, functions, communications, employee problems, productivity management, and legal concerns related to supervisory tasks.

### **BUS 251 Financial Accounting (3)**

Prerequisite: BUS 152 or instructor's permission.

Faculty provide the theory and practice of accounting in sole proprietorships, partnerships, and corporations. It emphasizes the accounting cycle, periodic reporting, receivables, payables, inventories, and accounting systems. One (1) hour laboratory required.

**BUS 252 Managerial Accounting (3)**

Prerequisite: BUS 251.

This course is a continuation of BUS 251 with emphasis on corporations, taxes, investments, and managerial approaches for decision-making. One (1) hour laboratory required.

**BUS 254 Microcomputer Accounting (3)**

Prerequisite: BUS 152, MTH 011.

In this course, students use commercial accounting software used on microcomputers. The course includes use of the general ledger, accounts receivable, account payable, and payroll

**BUS 260 Finance (3)**

Prerequisite: BUS 251 and MTH 110 or concurrent.

An orientation to Business Finances as used in modern businesses and their relationship to other business functions; internal financial activities; sources of funds and a firm's involvement with money and capital markets; review of stock exchanges, mutual funds and other capital investment.

**BUS 272 Marketing (3)**

This course will introduce students to the 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.

**CHEMISTRY (CHM)****CHM 130 Fundamental Chemistry (4)**

Prerequisite: ENG 100B, FST 131, and MTH 051 or instructor's permission.

Students will receive a survey of modern chemistry and the relationship of chemical principles to familiar aspects of living, including topics relevant to Navajo culture. The instructor 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 of lecture and three hours of 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 of lecture and three hours of laboratory per week.

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

**CHM 152 General Chemistry II (5)**

Prerequisite: CHM 151 or equivalent.

This course is a continuation of CHM 151. Faculty cover the topics of physical states of matter, equations of state, phase transformations, solutions and colloids, chemical thermodynamics and kinetics, electrochemistry, ionic equilibria, and instrumental analysis. This course meets for four hours of lecture and three hours of laboratory per week.

**CHM 230 Fundamental Organic Chemistry (4)**

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

In this course, students survey modern organic chemistry. Faculty cover the topics of structure, properties, and reactions of the various classes of organic chemicals, including 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 course meets for four hours lecture and three hours laboratory per week.

**CHM 235 General Organic Chemistry I (4)**

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 three hours lecture and three hours laboratory per week.

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

**CHM 236 General Organic Chemistry II (4)**

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

## COMPUTER INFORMATION SYSTEM (CIS)

### **CIS 100 Windows (1)**

Mini-course introduction to the Windows Operating Systems for personal computers including optimization of file organization, personalization of the desktop, basic mouse operations, and program installation.

### **CIS 101 Spreadsheet (3)**

Beginning to intermediate use of Microsoft Excel. Students will create worksheets for budgets, financial planning and forecasting, personal finance including multiple worksheets as well as create charts and work with the database function of Excel.

### **CIS 102 Data-base Management (1)**

Mini-course introduction data-base management. Creating files of customers, students, and others. Sorting files as desired. Printing reports and form letters. Students use microcomputers for program exercises throughout course.

### **CIS 103 Computer Graphics (1)**

Mini-course introduction to Computer Graphics Program, business graphics with spreadsheet programs, free-hand drawing with mouse, editing graphics screens, transferring graphics between programs, and printing graphics. Students use microcomputers for program exercises throughout course.

### **CIS 106 Introduction to the Internet (1)**

Mini-course introduction to the Internet. Searching for academically and culturally relevant materials with a web browser and a search engine. Students also learn how to set up and use e-mail. Each student develops a home page and uses a microcomputer for class exercises throughout the course.

### **CIS 111 Introduction to Computers (3)**

Prerequisite: ENG 100B, FST 131 and MTH 051. This course introduces business information systems and the uses of business application software with an emphasis on database and spreadsheet packages. Two (2) hours laboratory required.

### **CIS 210 Systems Analysis and Design (3)**

Prerequisite: CSC 150.

Principles of information systems analysis and design using high-level development tools. Covers flow diagrams, PERT charts, and Gantt charts. Requires a case study (small group) project. Three hours lecture and two hours laboratory per week.

## COMPUTER SCIENCE (CSC)

### **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)**

Corequisite: MTH 100.

This is the first programming course for CS majors – a re-introduction to computers from a programmer's perspective. Topics include: history of computers; social and ethical aspects of computers; working with files and folders; fundamentals of procedural programming (data types, variables, control structures, functions and arrays, input/output, built-ins); the use of pseudocode; high-level languages (interpreted and compiled); the basics of software development. Three hours lecture and two hours laboratory per week.

### **CSC 170 Web Fundamentals (3)**

Corequisite: ENG 100B.

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)**

Corequisite: CSC 150 or CSC 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 preview 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 (3)**

Prerequisite: CSC 150 or CSC 170.

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

### **CSC 295 Internship or Practicum (3)**

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

The student will work with CS 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.

## **EARLY CHILDHOOD EDUCATION (ECE)**

### **ECE 108 Field Experience I (2)**

Prerequisite: ECE 111 and another ECE program core course.

This course is designed to assist students in applying content from coursework to the daily experiences of teaching in an early childhood setting. Students are expected to apply theory, materials, and research discussed in the semester's coursework, assess applicability, and critique for best practices in teaching and learning for young children (birth through eight years old).

### **ECE 110 Field Experience II (2)**

Prerequisite: Must be taken as an exit course during the last semester of completing the required ECE program core courses.

This course is designed to assist students in applying content from coursework to the daily experience of teaching in an early childhood setting. Students are expected to apply theory, materials, and research discussed in the semester's coursework, assess applicability, and critique for best practices in teaching and learning for young children (birth through eight years old).

### **ECE 111 Introduction to Early Childhood Education (3)**

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

### **ECE 116 Language and Cognitive Development (3)**

Prerequisite: ECE 111.

This course covers the development of language and mental growth in children from birth to age eight. Focuses on the use of a variety of language strategies during adult-child interactions and facilitates dialogue between and among children to develop expressive language and thought. Develops knowledge of language assessment procedures and instruments to determine each child's language strength. Taught in Navajo.

### **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. Students learn to use drawing, painting, sculpture, manipulative, drama, music, dance, and other artistic modalities in planning the activities of children. Through the arts, guidance strategies are explored that foster responsibility, autonomy, self-reliance and positive social interactions within the cultural framework of the child. Taught in Navajo.

### **ECE 225 Child Growth and Development (3)**

Prerequisite: ECE 111.

This course covers main theories and research about the physical and psychological development of young children. It also covers strategies for parents and teachers to encourage healthy development. Taught in English.

### **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 then expanded and related to other institutional support systems that provide for the welfare of children and their families. Taught in Navajo.

### **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. Students learn about basic safety and illness prevention. The course also covers inclusion of children with special needs. It requires throughout the semester application of the material in field experiences at a childcare center. Taught in English and Navajo.

## ECONOMICS (ECO)

### **ECO 111 Introduction to Economics (3)**

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

This course is an introduction to the study of capitalism, including macro and micro perspectives. The course draws comparisons to other forms of economic organizations including those of the Navajo.

### **ECO 200 Principles of Macroeconomics (3)**

Prerequisite: ENG 101 and MTH 051 or concurrent enrollment or instructor's permission.

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: ENG 101 and MTH 051 or concurrent enrollment or instructor's permission.

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 262 Navajo Resources and Economic Development (3)**

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

This is a basic economic development course. It treats the economic development of less developed countries. Topics include theories of economic development: Marxist Theory, Classical Theory, Rostows Takeoff Theory, savings, investment and capital accumulation, population growth and food supply, and the importance of Navajo resources in the economic development on the Navajo Nation.

## EDUCATION (EDU)

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

Prerequisite: ENG 101.

The course covers the philosophical, socio-cultural, historical and legal foundations of formal education, focused specifically on K-8 schools. Students are required to explore their beliefs and values for informal and formal learning and teaching. Schooling, the roots of education and how politics influences schools are studied. Students will also research teaching careers. Comparisons are made among educational K-8 systems with special attention on Navajo Nation schools.

### **EDU 238 Children's Literature (3)**

Prerequisite: ENG 101.

This course provides an overview of prose and poetry appropriate for K-8 environment with special attention to Navajo Nation and Indigenous cultures. Emphasis is placed on understanding the purpose and content of literary works to encourage literacy and critical thinking. Ways to promote the development and assessment of reading skills are examined.

### **EDU 240 Introduction to Special Education (3)**

Prerequisite: ENG 101

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 the social issues.

### **EDU 290 Methods and Materials in Navajo Education (3)**

Prerequisite: FST 131 and ENG 100B.

This course examines K-8 methods and materials that relate to teaching Indigenous students, with special attention to Navajo Nation schools. It provides opportunities for students to better understand the roles and responsibilities of an elementary education teacher. Students assess the quality and use fullness of methods and materials.

### **EDU 292 Bilingual-Bicultural Education and Curriculum Critique (3)**

Prerequisite: FST 131 and ENG 100B.

This course presents bilingual-bicultural K-8 education teaching and learning, theories, and policies for indigenous students with special attention to Navajo Nation schools. It provides opportunities for students to better understand bilingual-bicultural issues through analysis of programs as well as through experiences in schools and communities.

### **EDU 297 Practicum in Elementary Education (1)**

Prerequisite: ENG 101; any 2 EDU courses; Navajo Nation Tribal Background Check; and State of Arizona Fingerprint Clearance Card. Through Nitsahakees, Nahata, Iina, Siih Hasin, EDU 297 is designed to provide an opportunity for practical application, as well as analysis, synthesis and evaluation, of a student's knowledge and comprehension of methods, theories, and materials discovered through elementary education courses. Students will work with the instructor to identify

and educational focus for completing an experience in a K-8 setting. There will be 24 hours of field experience as well as a college classroom experience conducted as a seminar. The seminar will focus on instructional approaches and student learning styles, as well as broader issues associated with teaching/learning environment.

### **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 better understand how children attempt to “make sense” of information and events which shape learning and development in their lives at school as well in the non-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 350 Special Education in Indigenous Classrooms (3)**

Prerequisite: EDU 240 and Acceptance in the BA Elementary Education Program.

This class facilitates and expands the knowledge and practical applications of skills and strategies needed in fulfilling the roles and responsibilities of general educators in meeting the diverse needs of learners from non-English-language backgrounds in general education classrooms, particularly on the Navajo Nation. This course will consist of 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 building collaborative partnerships with special education programs. Emphasis will be placed on federal legislation and policies, identifying, assessing and implementing classroom learning for children with diverse needs, principles of classroom organization and management, effective teaching strategies and methods, and constructing professional collaboration for special education programs.

### **EDU 352 Methods for Teaching Diné Educational Philosophy in K-8 Schools (3)**

Prerequisite: Acceptance in the BA Elementary Education Program.

The pre-service teacher will examine and discuss the Diné philosophy of learning and how it is applied in a contemporary society. The pre-service teacher will develop a basic understanding of Navajo perspectives for a positive life as a learner, teacher, leader, and parent so she/he can integrate the philosophy in teaching and be better prepared to select instructional strategies that will impact student learning. The instruction is primarily in Navajo and translated into English.

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

Prerequisite: Acceptance in the BA 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. Particularly, the focus is on how the emergent literacy and language acquisition of non-English-language-background students can be observed and supported by elementary teachers in Navajo Nation schools. Topics covered include language and literacy learning, developing and organizing instruction, self-understanding and self-expression, feedback, and assessment of learning.

### **EDU 356 Methods for Language Diverse Students I (3)**

Prerequisite: Acceptance in the BA Elementary Education Program.

This course introduces pre-service teachers to instructional strategies which enhance language learning for K-8 non-native speakers. K-8 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 K-8 schools and ones that now make access possible. The pre-service teacher will develop an understanding of the general characteristics of K-8 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 358 Field Experience I (1)**

Prerequisite: Acceptance in the BA Elementary Education Program.

This 4-week “apprenticeship” field experience provides the pre-service teacher an opportunity to apply course content in a K-8 classroom and to reflect on the teaching profession as an active participant. A mentor teacher and CDTE supervisor provide guidance during this learning experience. The pre-service teacher will be challenged to develop ways of articulating subject area knowledge, to collaborate with colleagues and parents, and to apply understanding of students as individuals with social, emotional, physical, and intellectual needs. The pre-service teacher will be expected to observe and engage in daily classroom activities. She/he may be called upon to work with individuals or in small group settings during this initial field experience.

### **EDU 361 Technology in Education (3)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 358.

In this course, pre-service teachers have the opportunity to increase computer application skills and gain a greater understanding of how technology can be used to enhance learning in a K-8 learning environment. Projects in the course utilize basic office software and education-specific software as well as digital, still, and video cameras. Pre-service teachers will gain practical as well as theoretical knowledge. They will be called upon to use technology in developing and organizing instruction, enhancing student learning, and assessing and recording student learning. They will also explore methods for teaching children appropriate and effective use of technology to facilitate independent and group learning.

### **EDU 365 Bilingual/ESL Science Methods, Management & Assessment (3)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 358. The focus of this course explores how to teach science as a process, guiding students to see and do science as inquiry. Pre-service teachers will help students learn what scientists know (content) as well as how scientists learn (process) and how to apply the scientific method to issues facing local communities on the Navajo Nation. In addition, pre-service teachers will be introduced to several national and local curriculum projects as resources. They will be introduced to instructional methods such as Problem Based Learning (PBL) for facilitating student inquiry which will lead to better understanding of how scientific principles are applied to real world issues in their community and the nation.

### **EDU 367 Bilingual/ESL Social Studies Methods, Management & Assessment (3)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 358. This course introduces methods, strategies, and materials for teaching community and tribally-centered social studies in K-8 classrooms. Emphasis is on helping pre-service teachers orient themselves to best develop thinking, oral language, and literacy skills in a K-8 Navajo Nation school setting where both Navajo and English are used in teaching and learning. Content and instructional strategies will be explored to better understand how learning, teaching, and assessment work in concert to help children learn to research, orient localities, produce maps, timelines, histories, etc. supported in part by state and national standards for social studies.

### **EDU 374 Bilingual/ESL Reading Methods, Management & Assessment (3)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 358. The pre-service teacher will study the teaching of effective 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, instructional strategies for teaching reading, and assessing student learning. They will be asked to 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 376 Methods for Language Diverse Students II (3)**

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 350 - 358. This course prepares pre-service teachers to better understand language acquisition and language learning in a K-8 setting. Pre-service teachers will gain knowledge of debates and processes of inquiry central to the elementary disciplines (i.e., advantages and limitations to teaching Navajo via situational, immersion, and/or second language teaching approaches). Ways of teaching K-8 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 378 Field Experience II (1)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 358. This 6-week "apprenticeship" field experience provides the pre-service teacher an opportunity to apply course content in a K-8 classroom and reflect on the teaching profession as an active participant. A mentor teacher and CDTE supervisor provide guidance during this learning experience. The pre-service teacher will be challenged to develop ways of articulating subject area knowledge, to collaborate with colleagues and parents, and to apply understanding of students as individuals with social, emotional, physical, and intellectual needs. The pre-service teacher will be called upon to work with varied student groupings. Since this is the second field experience, the pre-service teacher will be expected to show more strongly developed skills for planning and conducting learning experiences for students. She/he will be expected to have a basic understanding of assessment and feedback to enhance parents' and students' understanding of learning in a school setting. The pre-service teacher will be expected to show thoughtful questioning and analysis skills.

### **EDU 461 Communities: Culture, Schooling & Classroom Management (3)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 378. In this course, pre-service teachers will explore how culture, schooling, parental involvement and classroom management converge in the creation of effective programs of instruction for non-English-language-background students. Students will be exposed to different theories and a variety of practices related to effective classroom management. In addition, students will be introduced to the concepts associated with diversity (culture, worldview, race, ethnicity, gender, socioeconomic class, religion, language, and abilities). Through an understanding of the nature of diversity in today's schools, of how their own cultural orientation influences their approaches to the teacher role, and by observing multiple approaches to classroom management and parental involvement, students will learn to create an optimal learning community and will begin to formulate their own management styles and practices. Students will learn strategies and techniques that they can utilize to enhance their effectiveness in teaching culturally diverse children in Navajo Nation schools. With this, students will be led to critically analyze contemporary schools and learn how to overcome the hurdles that impede the creation of an effective learning community.

### **EDU 465 School Law (3)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 378. 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 be asked to 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 467 Bilingual/ESL Math Methods, Management & Assessment (3)**

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 350 - 378. In this course, pre-service teachers are prepared to teach arithmetic effectively to students in K-8 Navajo Nation classrooms. They will master the teaching of arithmetic concepts by analyzing prior concepts, logical ways of presenting the concept and “talking through” experiments with manipulatives or schematics (word problems). They will show awareness of effective and efficient ways to assess student mastery of the objective through adapting to the learners. The pre-service teacher will conduct demonstration mini-lessons which emphasize cooperative learning.

### **EDU 474 Bilingual/ESL Writing Methods, Management & Assessment (3)**

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses EDU 350 - 378. In this course, pre-service teachers will develop their own personal philosophy about teaching writing, will participate in activities that develop their own writing and will practice, record and acquire a variety of techniques and methods for teaching and assessing limited-English-proficient K-8 students in Navajo Nation Schools. The pre-service teachers 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 both a tool for learning and as a subject of study.

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

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 378. 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 478 Field Experience III (1)**

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 350 - 378. This 6-week “apprenticeship” is the third component of the scaffolded field experiences and provides the pre-service teacher an opportunity to apply course content in a K-8 classroom and reflect on the teaching profession as an active participant. A mentor teacher and CDTE supervisor provide guidance during this learning experience. The pre-service teacher will be challenged to develop ways of articulating subject area knowledge, to collaborate with colleagues and parents, and to apply understanding of students as individuals with social, emotional, physical, and intellectual needs. The pre-service teacher will be called upon to work with varied student groupings. During this field experience, the pre-service teacher will be expected to show greater development of skills for planning and conducting learning experiences for students than what was observed in the first two field experiences. She/he will be expected to have an understanding of assessment and feedback to enhance parents’ and students’ understanding of learning in a school setting. The pre-service teacher will be expected to show thoughtful questioning and analysis skills. The pre-service teacher will be expected to design and deliver instruction and explain instructional decisions in terms of the structure of schooling, field of education, and the nature of learning.

### **EDU 498 Student Teaching (14)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of all courses except EDU 499. This course covers the final semester of the senior year. Pre-service teachers are in a K-8 school. The pre-service teachers will be expected to show understanding and application of pupil management, planning and delivery of instruction, and assessment.

### **EDU 499 Diné Education Seminar (1)**

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of all courses except EDU 498. 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 111 Introduction to Engineering (2)**

Prerequisite: MTH 100 or equivalent.

A broad survey of the various fields of engineering and an in-depth look at the disciplines of study needed to pursue a career in engineering. Particular attention given to measurement and calculation with an introduction to computing and the BASIC programming language.

## ENGLISH (ENG)

### **ENG 100A Communication Workshop I (3)**

Prerequisite: FST 133 or placement test.

This course develops the students' writing abilities through the use of the writing process at the paragraph level, with additional effort focused on grammar, vocabulary building, and mechanical skills. Narrative and descriptive writing are emphasized. (IP grade applicable).

### **ENG 100B Communication Workshop II (3)**

Prerequisite: ENG 100A or placement test.

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

### **ENG 101 Freshman English I (3)**

Prerequisite: ENG 100B or placement test. Emphasizes critical reading and writing as a method to develop necessary college level communication skills. One guided research paper is required.

### **ENG 102 Freshman English 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 121 Speech Communication (3)**

Prerequisite: ENG 101 and FST 131.

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

### **ENG 131 Reading and Writing for Special Purposes (3)**

Prerequisite: FST 131 and ENG 100B

This course introduces students to techniques of reading and analyzing materials. Addresses topics of current public interest. Emphasizes reading, note taking, summarizing, and reporting.

### **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 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.

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.

A survey of American Indian literature with emphasis on contemporary writers and the 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. 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 241 Media Journalism (4)**

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

This is an inter-disciplinary course designed to help students survey the various fields of print media journalism and to acquire the skills needed to recognize, develop, and write different kinds of news stories. Visual reporting and advertising are explored, as are the ethics of the field. Students produce a campus newsletter or newspaper that reflects the journalistic skills acquired in the class and is printed in both Navajo and English.

## ENVIRONMENTAL SCIENCE AND TECHNOLOGY (ENV)

### **ENV 101 Introduction to Environmental Science (4)**

Prerequisite: FST 131, ENG 100B, MTH 011.

This course presents basic formation for understanding environmental problems and making good personal choices. It surveys sources, types, and effects of pollutants on the environment and human health as well as ways to control pollutants and to mitigate pollutant damage. Special emphasis is on the local environment and public health issues with the incorporation of Navajo views of the environment, science, and health. Students research contemporary issues of health, diet, consumer products, and resource management. This course meets for three hours lecture and three hours laboratory per week.

### **ENV 160 Introduction to Geographic Information System (3)**

Prerequisite: Student must be accepted into a Summer Research Program.

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

### **ENV 105 Climate Change for Tribal Peoples (4)**

Students are introduced to scientific evidence of climate change globally and relating to Native American tribes, including ecological changes on tribal lands including the reservation. They explore conditions causing climate change and the influence of human behaviors. They also investigate actions which 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.

### **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 230 Environmental Sampling and Monitoring (4)**

Prerequisite: BIO 181 or BIO 182.

Faculty cover the principles of geology and ecology and introduce methods and techniques in environmental sampling and monitoring for water, air and solids. This course meets for three hours lecture and three hours lab.

## FINE ARTS (FA)

### **FA 112 Basic 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. Two hours lecture and three hours laboratory per week.

### **FA 115 Beginning Drawing (3)**

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

### **FA 120 Beginning Ceramics (3)**

Explorations in coil, slab, mold, and wheel methods. Introduction to firing and glazing techniques. Two hours lecture and three hours laboratory per week.

### **FA 121 Beginning Photography (3)**

An 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. Two hours lecture and three hours of laboratory per week.

### **FA 131 Beginning Sculpture (3)**

Introduction to media, materials, methods, and techniques in sculpture as an art medium. Emphasis on design. Two hours lecture and three hours laboratory per week.

### **FA 180 Introduction to Commercial Art (3)**

This course offers an introduction to principles and processes of commercial art including graphic design, layout, lettering, typography, illustration, and portfolio preparation. Two hours lecture and three hours laboratory per week.

### **FA 181 Digital Photography and Image Editing (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. Artistic aspects of the medium are a focus of the course using the elements and principles of design. Two hours lecture and three hours of laboratory per week.

**FA 190 Beginning Painting (3)**

Prerequisite: FA 112.

This course offers an introduction to practical applications of painting, stressing the personal exploration of ideas; in addition, faculty cover fundamental concepts such as functional color theory and atmospheric perspective. Faculty provide two hours lecture and three hours laboratory per week

**FA 215 Intermediate Drawing (3)**

Prerequisite: FA 115.

A second-semester course on drawing as an art medium. Emphasis on figures. Two hours lecture and three hours laboratory per week.

**FA 221 Intermediate Photography (3)**

Prerequisite: FA 121 or instructor's permission.

A second-semester course in 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. Two hours lecture and three hours 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.

**FA 245 Life Drawing (3)**

Prerequisite: FA 115 and FA 215.

An introduction to the development of skills in drawing the basic forms and gestures of the human figure. Two hours lecture and three hours laboratory per week.

**FA 290 Intermediate Painting (3)**

Prerequisite: FA 190 or equivalent.

This is the second-semester course in painting as an art medium. This course offers further application of painting concepts and physical processes. Faculty encourage students to show independent initiative for developing further expertise in painting. Faculty provide two hours lecture and three hours laboratory per week.

**FOUNDATION STUDIES (FST)****FST 100 College Success Skills (3)**

Prerequisite: Placement Tests or instructor's permission.

This course offers students opportunities to improve their study habits and skills and to develop effective thinking and planning skills necessary for success in college and in life. The course includes practice in academic skills (such as note taking, test taking, time management, and use of the library) as well as skills and strategies benefiting student in their everyday lives (reading labels and contracts, writing basic business letters, begin pro-active in their dealing with other, taking responsibility for their actions, and researching and utilizing available resources). Students also begin exploring career options in the course.

**FST 129 Foundations of Reading I (3)**

Prerequisite: Placement test.

This course offers an introduction to basic reading skills and strategies, such as building vocabulary, recognizing stated and unstated main ideas, major and minor details, author's purpose and tone, and identifying effective and poor arguments in text. The reading focus is on s (IP grade applicable).

**FST 130 Foundations of Reading II (3)**

Prerequisite: FST 129 or placement test.

Reinforces a variety of reading skills and strategies. Reading selections reflect pre-college-level reading demands. Readings include topics related to Diné life and culture. (IP grade applicable).

**FST 131 Advanced Reading (3)**

Prerequisite: FST 130 or placement test.

Stresses higher order cognitive skills through critical reading and comprehension. Competencies to be mastered include expressing implied main ideas, recognizing biased language, distinguishing between fact and opinion, locating supporting evidence and utilizing a reading/study method. Emphasis placed on Native American reading materials. (IP grade applicable).

**FST 133 Applied Communication I (3)**

Prerequisite: Placement test.

This course uses the writing process to develop the students' sentence level writing skills, as well as basic grammar, vocabulary building and mechanical knowledge and skills. (IP grade applicable).

## GEOLOGY (GLG)

### **GLG 101 Indigenous Physical Geology (4)**

Prerequisite: ENG 100B, FST 131, and MTH 051 or instructor's permission.

High school chemistry or physics is recommended.

Faculty provide basic principles of geology and applications of chemistry and physics to geological problems with an emphasis on the geology of the Navajo Nation and geologic topics of significance to Navajo people. Topics covered in the course 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 laboratory. Students will participate in field studies and possible weekend field trips.

### **GLG 102 Historical Geology (4)**

Prerequisite: GLG 101.

Faculty apply geologic principles to the interpretation of Earth history and the evolution of life. This course meets for three hours lecture and three hours laboratory. 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.

In this course, faculty will provide a quantitative study of environmental problems involving solid-Earth systems and human interactions. Case studies concerning the Navajo Nation and environs in the arid Southwest are given special emphasis. This course meets for three hours lecture and one three-hour laboratory 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 is a modular (project-oriented) course in the principles of geology and methods of geology education, for practicing K-12 teachers. Faculty provide 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, Diné Education Philosophy, and the National Science Education Standards. Graduate-level credit may be arranged through a cooperating university. Some weekend fieldtrips may be requested.

## 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 or instructor's permission.

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 or instructor's permission.

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

### **HST 256 Southwestern Borderlands (3)**

This course focuses on the cultural, political, socioeconomic, and ethnic evolution of the Southwestern Borderlands from prehistory to the present. The course emphasizes 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 will cover selected topics in history. The specific topics are stated when the course is scheduled. This course may be repeated with a change of content.

## **HUMANITIES (HUM)**

### **HUM 105 Introduction to Logic and Critical Thinking (3)**

Prerequisite: ENG 100B or placement test and FST 131, or the reading proficiency requirement. Introduction to basic principles of logical analysis. Students present and evaluate arguments in ordinary language using critical thinking and appropriate standards of evidence.

### **HUM 131 Music Appreciation (3)**

No prior music experience necessary. Designed to develop listening skills for increased listening pleasure. Utilizes community resources for live performances as well as audio-visual material. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

### **HUM 151 Perspectives on the Southwest (3)**

Prerequisite: ENG 101 or concurrent enrollment.

An interdisciplinary study of the land and the cultural and artistic expressions of three ethnic groups in the Southwest. Emphasizes art; also includes history, geology, geography, and archaeology. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

### **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 laboratory per week for film viewing.

### **HUM 221 Introduction to Philosophy (3)**

Prerequisite: ENG 101 and FST 131.

An introduction to major issues in philosophy. Readings and discussion of writings by major philosophers. 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.

## MATHEMATICS (MTH)

### **MTH 011 Arithmetic (3)**

Faculty teaching this course will cover arithmetic operations with whole numbers, fractions, decimals, percent measurement conversions, area and volume, and basic algebraic manipulations. (IP grade applicable).

### **MTH 051 Beginning Algebra (3)**

Prerequisite: Placement test or minimum grade of "C" in MTH 011.

Students are introduced to algebra concepts. Faculty will cover the following topics on integers, rational numbers, algebraic expressions, linear equations, products, factors, algebraic fractions, quadratic equations, exponents, and radicals. (IP grade applicable).

### **MTH 100 Intermediate Algebra (4)**

Prerequisite: Placement test or minimum grade of "C" in MTH 051.

Students taking this course will be introduced to real number systems, arithmetic operations with integers, linear equations, word problems, formulas, exponents and radicals, polynomials, factoring, quadratic equations, rational expressions and graphing. (IP grade applicable).

### **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.

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

**MTH 114 College Mathematics (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.

### **MTE 180 Mathematics for Elementary School Teachers I (3)**

Prerequisite: Grade of "C" or better in MTH 110 or MTH 114.

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 181 Mathematics for Elementary School Teachers II (3)**

Prerequisite: Grade of "C" or better in MTH 110 or MTH 114.

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.

### **MTH 190 Pre-Calculus (5)**

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

Offers in-depth preparation for students in science, math, and engineering. Services as a prerequisite for calculus. Covers algebraic and geometric properties of functions (polynomial, rational, exponential logarithmic and trigonometric); sequences and series; methods of proof; the binomial theorem; topics in analytic geometry; matrices; polar coordinates; complex numbers; vectors; and an introduction to limits. Five hours lecture per week.

### **MTH 191 Calculus I (5)**

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

Introduction to calculus with an emphasis on problem solving. Limits and continuity, differential and integral calculus of one variable, the fundamental theorem of calculus, with applications in business, social and behavioral sciences, and the natural sciences. Five hours lecture per week.

### **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. Five hours lecture per week.

**MTH 210 Discrete Math (3)**

Prerequisite: MTH 110 or instructor's permission.

Set theory, combinatorics, probability, graphs theory, and Finite Geometry. Topics relevant to Computer Science majors.

**MTH 213 Statistics (4)**

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

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

**MTH 220 Calculus III (4)**

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

Vector analysis, differentiation and integral calculus of several variables with applications. Five 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 sciences, engineering, and mathematics education majors. Topics include matrices, system of linear equations, determinants, vector spaces, linear transformations, and eigenvalues.

**NAVAJO LANGUAGE (NAV)****NAV 101 Navajo as a Second Language I (4)**

For non-Navajo speakers. 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.

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 201 Intermediate Navajo for Non-Native Speakers (4)**

Prerequisite: NAV 102.

Third-semester course for non-native speakers. 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 for Non-Native Speakers (4)**

Prerequisite: NAV 201.

Fourth-semester course for non-native speakers. 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 for Speakers I (3)**

For Navajo speakers. 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 for Speakers 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 NAV 211.

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

**NAV 287 Navajo Transcription (3)**

Prerequisite: NAV 212.

Interpretation, translation, and transcription of raw materials gathered from interviews, ceremonies, speeches, storytelling, and other contexts. Stresses the development of vocabulary including specialized terminology and concepts.

**NAV 289 Navajo Linguistics (3)**

Prerequisite: NAV 212.

Introductory linguistics course covering basic concepts in sociolinguistics, psycholinguistics, syntax, phonology and morphology. Navajo is used for concrete exemplification.

**NAV 291 Advanced Navajo Public Speaking (3)**

Prerequisite: NAV 212 or instructor's permission.

Students study videotaped presentations of twelve articulate Navajo speakers in genres of major oral performance. The presentations are analyzed in terms of style, theme, topic, structure, and effectiveness. Students are required to give oral presentations of various types culminating in a twenty minute public speech. Students must work from extensive notes in Navajo.

**NAV 301 Navajo Descriptive and Narrative Writing (3)**

Prerequisite: NAV 212.

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

**NAV 350 Teaching Navajo to the Native Speaker (4)**

Prerequisite: NAV 301.

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

**NAV 351 Teaching Navajo as a Second Language (4)**

Prerequisite: NAV 301.

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

**NAV 401 Navajo Grammar and Applied Linguistics (3)**

Prerequisite: NAV 289 and NAV 301.

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

**NAV 478 The Athapaskan Roots of Navajo (3)**

Prerequisite: NAV 401 and NAV 289.

This course investigates the relationship between the Navajo Language and the other languages of the Athapaskan branch of the Na-Dene language family. It traces sound changes from Proto-Athapaskan to modern Navajo. Texts from other Apachean language and Athapaskan languages of the Pacific coast and farther North are examined to explore common roots, syntax, morphology, and even cultural elements.

**NAVAJO AND INDIAN STUDIES (NIS)****NIS 090 Chief Manuelito Scholar's Navajo Government (2)**

This course satisfies the history and government requirement for Chief Manuelito scholarship applicants.

Course content 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. The discovery of oil, gas and the need to approve leases. It also provides students with a overview of relationship between Navajo Nation Government and the Federal Government.

**NIS 101 Navajo Pottery (3)**

The origin of Navajo pottery and development of pottery wares as an extension of human tools. Projects involve making pottery, design, and glaze.

**NIS 103 Navajo Basketry (3)**

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

**NIS 105 Navajo Weaving I (3)**

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

**NIS 107 Moccasin Making (3)**

The origin, purposes, philosophy, and historical development of moccasins. Includes projects in making male and female moccasins.

**NIS 108 Navajo Silversmithing I (3)**

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

**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 150 Introduction to Navajo Herbology (3)**

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

**NIS 205 Navajo Weaving II (3)**

Prerequisite: NIS 105.

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

**NIS 208 Navajo Silversmithing II (3)**

Prerequisite: NIS 108.

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

**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 a 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 later 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, inter-tribal, 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: FST 131, ENG 101, and NIS 2.

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 1920's. Examines the legal and political basis of Navajo Nation government, the structure and functions of the Navajo Nation powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal government. 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 in English and Navajo.

**NIS 290 Native American Symposium (3)**

Selected topics in contemporary Native American affairs.

**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 ritualistic practices throughout the North American continent.

**NIS 293 Native American Music for Teachers (3)**

Focuses on music, dance repertoire, and detaching methods for use in the classroom. Discusses traditional tribal style, instruments, and social/ceremonial contexts with special emphasis on the Navajo Nation and other Southwest tribes.

**NIS 294 Diné Educational Philosophy I (3)**

Introduces SNBH teachings of the Diné knowledge and living systems. Relates them to curricula, pedagogy, and academic life in higher education learning. Allows learning of the basic Diné Educational Philosophy in using the traditional and Western curriculum to advance quality student learning.

### **NIS 295 Diné Educational Philosophy II (3)**

Prerequisite: NIS 294.

This course is designed to develop intermediate-level knowledge in using SNBH components to advance quality student learning. Facilitates application process for successful integration into the course content.

### **NIS 311 Introduction to Navajo Wholistic 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 study of ceremonies from the Hózhóóji (Blessing Ways) and Naayéé jí (Protection Ways). May include field experiences to local traditional healing ceremonies.

### **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 takes a well-integrated look at Diné philosophical thought on metaphysics, epistemology, aesthetics, ethics, religion, and traditional social structure.

## **PHYSICAL EDUCATION AND HEALTH (PEH)**

### **PEH 113, 119 Team Sports (1)**

Students on the Diné College (110) Archery team may enroll in the courses with Coach/Instructor's permission. Students sign a course contract and are responsible for the rules and regulations of their sport. Students who quit or are dropped from the team are dropped from this course unless other arrangements are made with the instructor.

### **PEH 120 Strength Training (1)**

Introductory activities in strength training, individualized programming safety, fitness, benefits, and exercise selection. One hour lab required.

### **PEH 121 Advanced Strength Training (1)**

Prerequisite: PER 120 or instructor's permission.

Advanced activities in advanced strength training, individualized programming, and exercise selection. One hour lab required.

### **PEH 122 Fitness for Life (2)**

An individualized approach to physical fitness, designing personal fitness programs for cardiovascular development strength, flexibility, weight control, and nutrition. Fitness testing administered at the beginning and end of class.

### **PEH 123 Archery (1)**

Introductory activities in techniques of shooting. Includes the history of archery, equipment, safety, and individualized practice. One hour lab required.

### **PEH 125 Basketball (1)**

Introductory activities in basketball skills, rules, and offensive and defensive strategies. Includes demonstrations, drills, and scrimmages. One hour lab required.

### **PEH 130 Physical Education Activity (1)**

Introductory activity class that overviews a variety of physical activities and sports. One hour lab required.

### **PEH 132 Jogging (1)**

Introductory activities in proper running techniques, program design, pacing, form, interval training, and distance running. One hour lab required.

### **PEH 135 Recreational Games (1)**

Introductory activities in a variety of games, sports, and leisure activities. Activities include but are not limited to archery, bowling, basketball, badminton, billiards, jogging, softball, tennis, volleyball, strength training, table tennis, and traditional Navajo games. One hour lab required.

### **PEH 138 Volleyball (1)**

Introductory activities in basic skills, rules, and offensive and defensive strategies in volleyball.

### **PEH 141 Aerobics (1)**

Introductory activities in low and high impact exercises, training zones, body image, and exercise selection. One hour lab required.

### **PEH 143 Country and Western Dancing (1)**

Introductory activities in country and western dancing, proper body movement, posture, rhythm and beats, and music selection. One hour lab required.

### **PEH 148 Outdoor Recreation (1)**

Introductory activities, knowledge, and skills in hiking, camping, backpacking, mountaineering, canoeing, fishing, cross country skiing, and traditional Navajo outdoor activities. One hour lab required.

## **PHYSICS (PHY)**

### **PHY 101 Survey of Physics (4)**

Prerequisite: ENG 100B, FST 131, and MTH 051 or instructor's permission.

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

### **PHY 110 Algebra based Physics I (4)**

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

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

### **PHY 111 Algebra based Physics II (4)**

Prerequisite: PHY 110 or equivalent course.

Second and final of an algebra based introduction to physics sequence designed for science majors who do not require calculus based physics. Also suitable for liberal arts majors and general education 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 or instructor's permission.

First of three sequences of 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 and MTH 192 or concurrent enrollment or equivalent courses.

Second of three sequences of 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 or instructor's permission.

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 or instructor's permission.

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

### **POS 226 Navajo Nation Government (3)**

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

The development of Navajo National government with a concentration on its evolution since the 1920's, is the main focus of this course. The course examines the legal and political basis of Navajo Nation government, the structure and functions of Navajo Nation powers and services, fiscal changes, and administrative growth. It includes political relations, developments, and transitions related to state and federal government, while highlighting 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 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, topics, issues, methods, findings, contributors, and applications of psychological knowledge to everyday life and 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 213 Statistics (4)**

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

Cross listed with MTH 213.

This course presents a representation of data, measures of central tendency, standard deviation sampling, the normal, chi-square, student's T and F distributions, and regression and correlation. It will also include basic concepts of experimental design and statistical analysis involved in quantitative research.

### **PSY 215 Personal and Social Adjustment (1-3)**

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

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 or instructor's permission.

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 and at least one Psychology course or instructor's permission.

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 later 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: ENG 101 or concurrent enrollment, or instructor's permission.

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

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 260 Drug Use and Abuse (3)**

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

Cross listed with SOC 260.

This course offers an examination of current and historical patterns of alcohol and drug use, abuse, and control, including pharmacology and physiology of drugs. The use of PDR and DSM IV is presented with an emphasis on patterns of usage and programs for rehabilitation.

### **PSY 291 Introduction to Counseling (3)**

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

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

### **PSY 292 Human Sexuality (3)**

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

This is a survey course of the psychological aspects of human sexual behavior with emphasis on cognitive, emotional, behavioral, and cultural factors that shape sexuality.

## 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 Nitsáhákees, Nahat'á, liná and Siih hasin in the Diné Educational Philosophy. This course is intended to help students become both knowledgeable and culturally competent; as effective public health professionals in the Navajo Nation.

### PUH 141 Nutrition for Health (3)

Prerequisite: MTH 011 and concurrent ENG 100B or instructor's permission.

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 191 Seminar in Public Health (3)

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.

### PUH 200 Principles of Health Education (3)

Prerequisite: Completion of FST 131 or reading proficiency requirement. PUH 111 and HEE 110 or concurrent enrollment. This course introduces students to the field of Health Education. It explores social and behavioral theories, health education, and determinants of health behavior of individuals and groups. A final project is required in which students must apply course concepts to a prospective health education intervention which they design. 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: Completion of FST 131 or reading proficiency requirement. Completion of or concurrent enrollment in PUH 111. This course examines the field of Environmental Public Health. It explores environmental health professionals' roles in ensuring safe and healthy environments including proper sanitation, food safety, occupational safety, and air and water quality. Environmental public health policies and activities of federal, state, local, and tribal entities are examined, with a focus on Navajo-specific examples where appropriate. Navajo cultural beliefs related to nature and the environment provide the foundation on which the course is structured.

### PUH 202 Uranium and Environmental Health (3)

Prerequisite: Completion of FST 131 or reading proficiency requirement.

This course examines the impacts of uranium and the uranium mining industry on the people and land of the Navajo Nation. The primary emphasis is on environmental public health effects and efforts to remediate them. The course covers comprehensive information on all aspects of uranium, the uranium industry and the health effects of exposure to uranium.

### PUH 241 Human Nutrition (3)

Prerequisite: CHM 130 (CHM 230 recommended).

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 the metabolism of carbohydrates, lipids, proteins, minerals, and vitamins are some of the main topics 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 270 Community Health Assessment and Planning (3)

Prerequisite: Completion of ENG 100B and PUH 111.

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 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. National U.S. public health services are related and compared to those on the Navajo Nation and to other tribal communities. The course is taught in accordance with the Diné Educational Philosophy (primarily in the realm of liná) so as to encourage students to approach each topic following the principles of SNBH.

**PUH 280 Implementation and Evaluation of Public Health Interventions (3)**

Prerequisite: Completion of PUH 111 and PUH 270. Completion or concurrent enrollment in ENG 101.

This is the second of two courses in which students examine assessment, planning, implementation and evaluation in public health. The course focuses on implementation and evaluation, and explores these topics 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 liná and Siih hasin) so as to encourage students to approach each topic following the principles of SNBH.

**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 290 Public Health Research Methods (4)**

Prerequisites: Knowledge of basic mathematical concepts (MTH 100), biology (BIO 100 or above) and some computer literacy skills. ENG 101 and a Social and Behavioral Sciences course are recommended. This research methods course covers basic concepts in public health, health promotion and disease prevention, including cultural aspects of disease prevention. 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.

**PUH 295 Public Health Sciences (3)**

Prerequisite: MTH 110 or MTH 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 included regarding 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 statistics, and ways in which these influence public health decision-making.

**SOCIOLOGY (SOC)****SOC 111 Introduction to Sociology (3)**

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

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 or concurrent enrollment or instructor's permission.

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 or concurrent enrollment or instructor's permission.

This course examines behavior not accepted or approved in the society in which it occurs. It considers methods by which deviant behavior is studied, as well as theories of deviancy offered by sociologists, anthropologists, and psychologists. The course may focus on Navajo drinking behavior in its normative and deviant forms. It emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

**SOC 215 Native American in American Society (3)**

Prerequisite: ENG 10.

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

**SOC 217 Marriage and Family in a Changing Society (3)**

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

This course examines marital relationships and social change. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

**SOC 220 Criminology (3)**

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

Criminology is an examination of crime, theories of criminal development, types of offenders, crime statistics, and incarcerated penology. 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 race and ethnic minorities, assimilationist policies of the American government, and their impact on American Indians and the Navajo experience. SOC 201 emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

### **SOC 260 Drug Use and Abuse (3)**

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

Cross listed with PSY 260. SOC 260 is an examination of current and historical patterns of alcohol and drug use, abuse, and control, including pharmacology and physiology of drugs. Use of PDR and DSM IV is presented. There is an emphasis on patterns of usage and programs for rehabilitation.

### **SOC 275 Social Stratification (3)**

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

Social Stratification examines the unequal distribution of power, resources, income, and life chances in society. The course 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 100 General Social Science (3)**

General Social Science is an introduction to sociology, anthropology, and geography. The course includes material from political science, economics and psychology. SSC 100 emphasizes concepts and terms common to study of human societies, as well as fundamental academic skills.

## **SOCIAL WORK (SWO)**

### **SWO 111 Social Work as a Vocation (1)**

This course examines ego psychology as it is applied in social work.

### **SWO 211 Introduction to Social Work (3)**

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 Community Social Service Skills (3)**

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

Cross listed with PSY 242. SWO 242 examines casework, group skills, organization of communities, and family therapy. The course emphasizes case management, crisis intervention, and treatment planning especially in substance abuse situations. Credit may be given for work in a community service setting (at the discretion of the instructor).

### **SWO 243 Community Social Services and Culture (3)**

This course examines the interplay of cultural factors and social services. Pertinent anthropological and social work concepts are introduced. The course is the capstone class of the professional social work track. Contemporary American Indian (and more specifically Navajo) social problems, such as suicide, homicide, alcoholism, and family violence, are explored. Traditional Diné philosophical tenets are applied as intervention strategies.

### **SWO 250 Client Processing (3)**

This course examines the mandates, methods of operation, routines, goals, objectives, and technologies of human service organizations. Skills for direct interactions are studied.

### **SWO 295 Field Experience I (3)**

Students are placed in community social service agencies for practical social work experience for a minimum of ten hours per week, offering opportunities to apply skills and to operationalize social knowledge and values in social work.

### **SWO 296 Field Experience II (3)**

A continuation of SWO 295 with more advanced experiential applications.

# Academic Policies

In order for students to be successful at Diné College, it is the responsibility of the students to familiarize themselves with our academic policies. The following academic policies are important to know:

## Academic Integrity

Students are responsible for the integrity of their academic work.

- Academic Dishonesty: Includes, but are not limited to the following like 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; and representing the work of others as one's own.
- Plagiarism: Defined as the use of another author's work or ideas (such as those taken from a magazine, newspaper, web site, book, or other source) and submitted without giving that source proper credit.
- Penalties include, but are not limited to the following: warning (written or oral); reduction of grade for the assignment, test, or project; reduction of grade for the course and/or include "failing"; dismissing the student from the course and issuing a grade of "W"; academic probation or suspension; expulsion; or recorded to the students' academic record.

## Academic Probation

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

- Full-time students, upon completion of 12 or more semester credit hours, are placed on academic probation if they have a GPA less than 2.0. If the number of semester credit hours drop below 12 as a result of an IP grade, 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 less semester credit hours of work have been attempted and a cumulative GPA is less than a 2.0.
- Students on academic probation may take no more than 12 credit hours per semester unless approved by an advisor.

## Academic Recognition

Academic recognition can be achieved by maintaining a level of grade point average (GPA) such as the following:

- President's Honor List: The President's Honor List recognizes academic excellence each semester. Students must achieve a semester GPA of 4.00, complete a minimum of 12 credit hours, and receive no grades of "I" or "IP." "Honor" will be noted on transcript.
- Dean's Honor List: The Dean's Honor List recognizes academic excellence each semester. 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." "Honor" will be noted on transcript.
- Honorable Mention List: The Honorable Mention List recognizes academic achievement on a semester to semester basis. Students must achieve a semester GPA of 3.20-3.49, complete a minimum of 12 credit hours, and receive no grades of "I" or "IP."

## Academic Standing

Students must maintain a minimum of a 2.00 cumulative grade point average (CGPA) throughout their program of study. 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 credits and are not considered hours completed. Transfer credit hours accepted by Diné College are not calculated in the CGPA.

## Academic Suspension

Students who do not satisfactorily meet the minimum standards required 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 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 transcript. Students placed on academic probation or academic suspensions are subject to additional regulations regarding SAP.

## Activities Fee

All students are charged a \$20 Activities Fee each Fall and Spring Semester. This fee pays for activities that take place on campus. Activities such as lecture series, dances, a pow wow, games, rodeos, Halloween Parties, sub/pizza/hot dog/ice cream socials take place throughout the academic year. For more information, look for posted flyers around campus, stop by the SUB, or contact the Student Activities Office at (928) 724-6743.

## Add a Course

Students may "add" course(s) during the first and second week of the semester by completing a Drop/Add form available at the Office of Registrar & Admissions or the respective regional sites. Students submit the form, with the instructor's permission when applicable, and obtain a new schedule to make the action official. This includes reinstatement after an Instructor Drop.

### Appeals

A student may appeal academic suspension. Information about the appeal process is available at the Office of Records and Admissions. Information is also available on the College website.

### Attendance

Students are expected to attend class. Instructors announce and publish attendance requirements in the course syllabi. Approvals of excused absence(s) are at the discretion of each instructor. Any conflicts about excused or unexcused absences are to be resolved between the student and the instructor. Students assume responsibility for all absences and must make arrangements with instructors to make up any work. The instructor may drop students with excessive absences from a course. The policy for "Instructor Drop" is stated in the syllabus. Students have the option to appeal such "drops" to the appropriate Division Chair.

### Audit Policy

The intent to audit a course must be declared at the time of registration using the appropriate form. The audited course will appear as "AU" on the transcript and earns no credit or grade. A student must comply with all College policies established for the course including paying tuition and other fees. If a student chooses to change the course from an audit to earning a credit, it must be done before the "Add/Drop" deadlines stated on the academic calendar. Audited course(s) are not eligible for aid through the Financial Aid Office.

### Course Change or Cancellation

Diné College reserves the right to change or cancel any scheduled course or to change the day, time, location, or instructor of any course without notice. Students will not be penalized for cancelled courses by administration.

### Course Load

A normal course load is twelve (12) to sixteen (16) credits each semester (12 credits is the minimum number of credit hours for full-time student status). A student may take more than 12 credits, however an overload petition must be approved for a course load of 17 to 21 credit hours per semester. To petition, the student must have a 3.00 or better cumulative GPA and have approval from the advisor. Under no circumstances may a student enroll for more than 21 credits in one semester. Credits earned through Credit by Examination are not counted in this policy.

### Credit-by-Examination

A student who is currently enrolled may apply for Credit-by-Examination in certain courses by contacting the appropriate Division Chair. The Office of Records & Admissions and the Division Chair grant permission. Students may not petition to challenge a course a second time, or take an exam for a course in which they have previously enrolled. Students must register for examinations by the end of the fourth week of classes. Students at the regional locations may need to take the exam at the Tsailé or Shiprock campuses. Students must pay for the cost before taking the examination and the tuition fees are non-refundable (see Tuition and Fees section in this Catalog). The exam and other division requirements must be passed with a grade of A, B, or C to earn credit. A notation of "Credit by Examination" 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.

### Credit Hour

Credit hour is the unit used to count credits earned for transcripts.

### Drop a Course

Students may "drop" a course(s) using the Drop/Add form. Dropping a course at the beginning of the third week of the semester is subject to a \$2 fee. It is the responsibility of the student to drop a course.

- A course dropped within 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 as of the third week of the semester.
- Residential students dropping below 12 credit hours at any time during a semester will lose eligibility for campus housing. Appeals to this policy must be submitted to Residence Life.
- A student dropping courses and receiving financial aid must check with the Financial Aid Office for continued financial aid eligibility.
- A student who discontinues attending and participating in a course at any time without officially dropping the course is subject to receive a course grade of "F."

### Drop by Instructor

An instructor may "drop" a student prior to the last two weeks of the semester. Instructor Drop forms must state a reason for the drop and submitted to the Office of Records & Admissions for processing. The Financial Aid Office and Residence Life Office are notified by the Office Records & Admissions. The student may appeal by submitting a Grade Appeal Request with supporting documents to the appropriate Division Chair. If the drop is revoked, the student will be responsible for payment of tuition and a reinstatement fee, if one is incurred (See Tuition and Fees section for more information).

### Drug-Free and Zero Tolerance Policy

The College is committed to the Drug Free Schools and Communities Act Amendments of 1989 specified by P.L. 101-226. This is demonstrated in the College Drug-Free and Zero Tolerance policy and in accordance with the Navajo Nation policies prohibiting the manufacture, possession, distribution or use of alcohol or controlled substance by students, employees and campus guests in the workplace and facilities owned or leased by the College. Smoking and the use of smokeless tobacco are also prohibited in College buildings and vehicles.

### Grade Point Average (GPA) System

Grade Point Average refers to the average grade at the end of each semester. It is determined by the total number of quality points assigned to a grade divided by total course credits:

### Graduation

The graduation commencement event signifies the completion of a college degree program. It solidifies the symbols of the Protection Way and the Beauty Way, which are a part of traditional Diné culture. It is a rite of passage for graduates as they depart from Diné College to further their studies or seek employment in a multi-cultural and technological world. It is a time of offer thanks to the Holy People, and a time to celebrate the accomplishment with fellow students, family, friends and relatives.

### Graduating Catalog Year

To maintain catalog rights to courses required for graduation in a specific program, it is necessary for a student to be in continuous attendance. Continuous attendance is defined as attendance in at least one course at Diné College for each semester in any one calendar year. Students may choose to qualify for graduation under the requirements in effect either at the initial enrollment or during subsequent terms of continuous enrollment. NOTE: Students who have not made satisfactory academic progress or have been academically disqualified may lose continuous attendance rights. Therefore, it is important for students to work closely with advisors and use the Degree Checklist to progress toward graduation.

### Graduation Honors

There are three special academic recognitions that students can earn according to the following cumulative grade point averages (CGPA):

- Cum Laude, 3.50-3.69,
- Magna Cum Laude, 3.70-3.89
- Summa Cum Laude, 3.90-4.00

Honor cords are worn by these graduates at commencement.

### Graduation Petition

A Graduation Petition is required to be submitted to the Office of Records & Admissions. A late Graduation Petition accepted after the deadline date is subject to a late fee and approval by the appropriate academic administrator(s). Petitions are evaluated by the Registrar and Academic Standards Committee and approved by the appropriate academic administrator(s).

### Graduation Process

To participate in the Spring commencement exercise, students should plan accordingly and complete the following steps:

1. Meet with an advisor to ensure the requirements for the degree or certificate have been met. This should be done at least the semester before the anticipated graduating semester.
2. File a complete Graduation Petition and Degree Checklist with the Office of Records & Admissions by the deadline date stated in the academic calendar.
3. Pay the \$25 non-refundable fee (\$35 if late).
4. Pay in full outstanding financial balances owed to the College.
5. Order cap and gown from the Tsaille or Shiprock bookstore.
6. Return all library books and materials.
7. Complete the Graduate Student Survey at OIA/Institutional Research.

### Graduation Regalia

Appropriate college cap and gown are required for the commencement exercise. Traditional attire may be worn under the gown and is encouraged. The cap and gown signifies the completion of a college degree program and is observed as symbols of both the Protection Way and Beauty Way.

### Graduation Requirements for an Academic Degree

To graduate with an Academic Degree, a student must have the following:

- Official admittance to Diné College
- A high school diploma or a General Education Development (GED) certificate
- Completion of all coursework and degree requirements in the program of study
- Grades of "C" or better in all courses
- Twenty-four (24) credit hours of Diné College coursework earned (including a minimum of 9 hours in program/major requirements)
- Completion of reading proficiency requirement
- Submission of Graduation Application and payment of Graduation Fee

### Graduation Requirements for a Certificate

To graduate with a Certificate, a student must have the following:

- Official admittance to Diné College
- Completion of all necessary course requirements in the field of study
- Grades of "C" or better in all coursework indicated on an approved Certificate Checklist
- Completion of Graduation Application and payment of Graduation Fee

### Guest Housing

Overnight guest(s) of the College including faculty and staff may rent a room for \$35 for a double room and \$25 for a single room. Enrolled students may rent a room for \$10 per night depending on availability. Reservations need to be made at least 24 hours in advance with Residence Life.

### Mid-Term and Final Examinations

Mid-term examinations are given approximately halfway through each semester and are used as an intervention strategy. Students are strongly encouraged to contact the instructor, advisor or Learning Centers to develop and implement strategies to improve. Mid-term grades are not subject to students' official academic record. Final examinations are scheduled at the end of the semesters and must be taken during those scheduled times. Students who fail to take final examinations may receive a failing grade and jeopardize their academic status.

### Military Service Credit

Basic training from any military branch of service may be accepted as 1 (one) physical education credit. The student must show proof of honorable discharge.

### 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, age or disability. The College complies with the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, 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.

### Notification of Rights Under FERPA

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the college registrar a written request that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the college to amend a record they believe is inaccurate. The student should write the college official responsible for the record, clearly identify the part of the record requested to be changed, and specify why it is inaccurate. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. For additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate education interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the college has contracted (such as an attorney, auditor or collection agent); a person serving on the Governing Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

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: 1-202-260-3887 (voice), 1-800-877-8339 (TDD)  
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

### Participation in College-Sponsored Events

Participation in official college events or activities is subject to approval. Events like intramural sports or conference attendance require satisfactory academic standing with a 2.00 CGPA and completion of an institutional absence form prior to departure. Sponsors of such events/activities must submit a travel form to the Academic Office 24 hours prior to date of travel.

### Petition for Course Substitution

All students are expected to satisfy Diné College degree requirements, however, under certain circumstances, substitutions for required courses may be necessary. To initiate a course substitution, students should work with an advisor to complete a Petition for Change in Degree/Certificate Request form, and submit to the Academic Standards Committee and appropriate Division Chair. This form can be obtained from the Office of Records & Admissions website or any College location.

### Reading Proficiency Requirement for Graduation

Satisfactory skill levels in reading, writing, and mathematics is required for graduation from Diné College with any degree. Graduation with a certificate does not require reading proficiency unless specified by courses required for the certificate. English (writing) and mathematics development are embedded into the General Education course requirements. Although reading courses do not fill any general education requirements, students must demonstrate satisfactory ability to read with comprehension prior to graduation in one of the following ways:

1. Students earn a passing score on the College's reading placement test during enrollment or when it is offered as part of a reading course in which they are placed.
  - (a) If students do not pass the reading placement test by the time they have completed one semester of FST 131. Advanced Reading, they must either take the course again and pass it with at least a "C" or pass the reading test when it is given during the semester.
  - (b) If students who have taken FST 131 a second time and still have not passed the course or the reading test, they must either (a) retake and pass FST131 or (b) retake and pass the reading test. Students may not retake the reading test more than three times per semester and must wait a minimum of eight weeks between each attempt.

### Registration Fee

All students are required to pay a \$20 registration fee each semester. This fee covers the costs associated with registration.

### Repeating a Course (R)

Students may repeat courses previously taken. A transcript will show that the course was repeated and the higher grade is used to compute a student's Cumulative Grade Point Average (CGPA). If repeating a course impacts financial aid, see the Financial Aid Student Handbook for more information.

### Satisfactory Academic Progress (SAP) Policy

The SAP policy identifies requirements for satisfactory academic progress, as well as, guidelines for academic probation and academic suspension. The SAP does not apply to part-time students who have not yet accumulated a minimum of 16 semester credit hours. \* FAO SAP applies to both FT and PT students.\*

If students with disabilities can demonstrate equal or higher academic performances as their typical college peers and/or demonstrates the ability to maintain satisfactory academic progress, they could be considered eligible for accommodations such as course substitutions. Course substitutions could be a workshop, independent study, special topic classes, or practicum experiences. The course must be at the freshman and sophomore levels, and be closely related in content, objectives, and outcomes to the original specified course which was required. Such accommodations will be considered on a case by case basis to ensure students with disabilities meet the necessary and required coursework for the degree or certificate program.

### Student Complaints

Students have the right to file a grievance and are required to complete an Incident Report Form, which can be picked up in the Student Services Office. Such grievances should be submitted to the Director of Student Services for consideration.

### 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 all Diné College sites and online.

### Technology Fee

All students are required to pay a \$20 Technology Fee each semester. This fee pays for the costs of maintaining technology in support of student education. The fee pays for computer labs/usage, software, distance education, ITV, and WarriorWeb.

### Two Hour Delay

This term is utilized during the winter and only for inclemental weather. It means that classes that are scheduled between 8:00 a.m. to 10:00 a.m. are cancelled for the day. Classes after 10:00 a.m. stay on schedule. The "two hour delay" notification applies only to specific Diné College locations identified by the Vice President of Student Affairs. If a "two hour delay" is posted for the Tsaile campus, all other sites remain on schedule unless specified. Notification will be posted on the Warrior Web.

### Transcripts

Transcripts are available in official and unofficial forms.

- Official Transcript: may be requested thru the Office of Records & Admissions by completing a transcript request form.
- Unofficial Transcript: Current students may view unofficial transcripts at any time on-line through the College website using their WarriorID.
- Fee: A fee of \$5 is required for processing official transcripts. Unofficial transcripts are free of charge. An unofficial transcript can be used for advising purposes. NOTE: Institutions of Higher Education (colleges and universities) no longer accept hand-carried transcripts.

Transcripts or any other information related to a student's matriculation are not released if the student has an outstanding financial obligation to the College. Grades remain on transcripts unless an official appeal has been processed with the Office of Records & Admissions and approved through the appropriate line of authority.

For changes in name, address, telephone number, or any other record information on a transcript, the Office of Records & Admissions requires written notification along with appropriate documentation.

#### Withdrawal from College

Any student choosing to drop courses and leave the College has to officially withdraw using a Student Withdrawal Form. Forms are available from the Office of Records & Admissions at Tsailie Campus, regional sites, or the College website. Unofficial withdrawal results in the forfeiture of refunds and a grade of “F” for each course in progress at the time of an unofficial withdrawal. The Student Withdrawal Form must be submitted to the Office of Records & Admissions with all required signatures.

## **Definitions of Academic Grades**

#### Final Grades

Final grades are assigned by the faculty instructor on record.

#### Academic Status Change

When change of an “Incomplete” (I) or “In Progress” (IP) grade alters a student’s academic status, the student is notified by the Office of Records & Admissions in writing of the change. If the change places the student on academic probation or suspension, this restriction is effective immediately.

#### Incomplete Grade (I)

This grade indicates incomplete course work “I”. The incomplete grade must be converted to a credit grade at the end of the following regular semester including summer session or it automatically changes to an “F”.

#### In-Progress Grade (IP)

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 only in the following pre-college courses: ENG 100A, 100B; FST 129, 130, 131, and 133; and MTH 011, 051, and 100.

#### Withdrawal Grade (W)

A student may withdraw from a course and receive a “W”, or the instructor 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 instructor.

#### Audit Grade (AU)

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)

#### Credit Grade (CR)

An award of (CR) indicates success learning course content and may be awarded in cases of internships or other field experiences, specifically in the bachelor degree program for Elementary Education. In these circumstances, the award is either passing (CR) or failure (F). This grade may also be awarded based on the purpose of a course or after successful passing of a challenge examination. The course is included in the total earned credit hours, but is not computed in the GPA or CGPA.

#### Change of Grade

With the exception of the “I” grade, a grade may be changed within one academic year from the time it was given. The instructor and division chair must approve a grade change. In situations in which the student wishes to appeal a grade, he/she must complete an Academic Grade Appeal form and follow the appeal process. Additional information is available at each Division office.

## Pre-college Preparation Program

The mission of the Pre-college Preparation Program is to engage student in academic learning for success in college-level courses by providing instruction to students needing pre-college preparation in order to be independent, confident, and self-reliant at the college level and in their lives. The Program will prepare students to pursue their higher education goals.

These courses are designed to ensure that students obtain the necessary skills to be successful at the college-level and to utilize in attaining other aspirations. Furthermore, the program will look at the whole student by providing services and assessing data for program effectiveness of student learning. For more information, call (505) 368-3565. After administration of the college placement testing, students may be placed into one of following pre-college courses:

### Skills

FST 100 College Success

### Writing

FST 133 Applied Communication Workshop

ENG 100A Communication Workshop I

ENG 100B Communication Workshop II

### Reading

FST 129 Foundations of Reading I

FST 130 Foundations of Reading II

FST 131 Advanced Reading

### Mathematics

MTH 011 Arithmetic

MTH 051 Beginning Algebra

MTH 100 Intermediate Algebra

These courses are designed to ensure that students obtain the necessary skills to function successfully at the college-level or at whichever goals they may aspire.

To ensure further that success is attainable, the students can access the following academic support services:

1. Tutoring, by students and their instructors
2. Disability Services, including counseling
3. Retention Specialist, including "referral to" services
4. Advising by faculty and staff

## Financial Aid

Diné College administers federal, state, tribal, and institutional grants and scholarship programs to assist students based on financial need or academic merit. Available funds are used to provide financial assistance to qualified students. Students are responsible for initiating the application process for financial assistance and scholarships. They are encouraged to apply as early as possible.

Students are eligible for federal financial aid if they are enrolled in a degree or certificate program. The degree program should be at least one academic year in length and the student must make satisfactory academic progress (SAP), have a high school diploma or equivalent or demonstrate the ability to benefit from the education being offered, and must be a U.S. citizen or eligible non-citizen. Male students must comply with Selective Service registration requirements.

All students must complete the following:

- Free Application for Federal Student Aid (FAFSA) is available at Diné College's Financial Aid & Scholarship Office at Tsaile, Shiprock and regional sites, any high school counselor's office, or the FAFSA website at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- Financial Aid Data Forms and other financial aid information are available at Diné College's Financial Aid & Scholarship Office and online at: <http://www.Dinecollege.edu/>

### Financial Aid Satisfactory Academic Progress Policy (SAP)

Students must maintain satisfactory academic progress to remain eligible for most scholarships. Satisfactory progress depends upon academic achievement, credits earned, and length of program. (See the Financial Aid Student Handbook for detailed information).

### Satisfactory Academic Progress & Completion Rates

For financial aid purposes, a full-time student placed into remedial reading, writing, and mathematics courses must: (a) complete at least 12 credits each semester with a grade of A, B, C, or D with a semester Grade Point Average of 1.00 or better, and (b) accumulate credits that count towards a degree/certificate.

Note: First time freshman must carry 12 or more credits which is a full-time course load consisting of two remedial courses and two college level courses their first year of college or the 1st and 2nd semester. When a student reaches freshman classification: student must earn 66.67% of attempted coursework each semester while attending fulltime in the 3rd and 4th

semester. The next classification: Sophomore, the student must satisfactorily complete 66.67% coursework to maintain SAP. Finally, students enrolled their Junior/Senior year must complete 66.67% of their attempted coursework with a GPA of 2.00 (See SAP Completion Rate Table below).

Completion Rates  
(Effective: Fall 2010)

Semester	Number of Credits	Fulltime Credits	Semester GPA	Classification Type	Degree Type
1st	8	12	1.000	First Time Freshman  Freshman	Cert AAS AA AS
2nd	16	24	1.000		
3rd	24	36	1.500		
4th	32	51	1.500		
5th	40	66	2.000	Sophomore	
6th	48	81	2.000		
7th	56	97	2.000		
8th	64	110	2.000		
9th	72	122	2.000	Junior	BA
10th	80	134	2.000		
11th	88	147	2.000		
12th	96	156	2.000		
13th	104	165	2.000	Senior	
14th	112	174	2.000		
15th	120	182	2.000		
16th	128	192	2.000		

The Financial Aid and Scholarship Office supports the College's mission by providing access and equal opportunity for financial assistance to eligible students through federal, tribal, state, institutional, and private sources regardless of sex, color, age, disability or other circumstance.

The mission of the Financial Aid Office is to support students by providing them with the means for financing their education. We are committed to helping students meet the rising cost of education through grants, part-time work and scholarships.

Nitsáhákees (Thinking)

- Returning for Fall 2010 or Spring 2011?
- Think about your goals (Long term / Short term)
- Choose the right major

Nahat'á (Planning)

- Plan Ahead
- Re-apply/Re-new
  - o Federal Student Aid (FAFSA: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)) Federal School Code is 008246
  - o Tribal Scholarships
  - o Other Scholarships
- Complete and submit all financial aid documents in a timely manner

liná (Living)

- Throughout your academic career you will;
  - o Maintain Satisfactory Academic Progress (SAP);
  - o Understand the financial aid application cycle; and
  - o Follow your degree checklist / program of study.

Siih Hasin (Assuring)

- When you complete the cycle of Sa'ah Naaghái Bik'eh Hózhóón, we have:
- Prepared you for further studies and employment in a multi-cultural and technological world;
  - Contributed to your success through financial resources;
  - Helped you to understand the financial aid application cycle;
  - Made you aware of what could affect your eligibility; and
  - Contributed to your educational goal of obtaining a Certification or Associate's degree or Bachelor degree.

### **Diné College Scholarships**

These scholarships are established by public sources and private donors. Support is based on the availability of funds.

- Blair Business Endowment Fund
- Edward Coffey Memorial Scholarship
- NOVA Scholarship
- Shandiin Scholarships

### **Navajo Nation Scholarship and Financial Assistance (ONNSFA)**

For ONNSFA requirements, see ONNSFA Policies and Procedures or Financial Aid Student Handbook. An Agency Office is located in the SUB for detailed information.

### **Navajo Nation Chapter Scholarships**

Navajo Nation Chapter Assistance is available at each chapter throughout the Navajo Nation. Applicants must be a registered member with their chapter.

### **Navajo Education Foundation**

Annie D. Wauneka Scholarships are available through a private non-profit foundation located at the Education Center in Window Rock, Arizona. Applications may be obtained at the Financial Aid and Scholarship Office.

### **Other Scholarships**

Many students are awarded scholarships by local organizations such as churches, business, and civic groups. Others receive assistance from an employer, credit union, corporation, foundations, or professional association. The Financial Aid and Scholarship Office has information about the following:

- American Indian College Fund
- American Indian Education Foundation
- American Indian Services
- Gates Millennium Scholarships
- Indian Health Service Scholarships
- Project Love Scholarships

### **Utah Navajo Trust Fund**

The Utah Navajo Trust Fund makes available financial aid to Navajo residents of Utah. The office is located in Blanding, Utah. Applications are available at the Financial Aid and Scholarship Office.

### **Financial Aid Refund and Repayment Policy**

If students receiving federal financial aid withdraw from the College, the amount of the financial aid to be repaid or refunded is calculated 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 towards institutional cost (including financial aid and/or cash paid) and the amount the school may retain under the appropriate refund policy. See the Financial Aid Student Handbook for detailed information on the Title IV Refund/Repayment policy.

Students do not receive a transcript (official or unofficial), or a diploma until all financial obligations to the College are cleared. Students are not allowed to register for a subsequent semester until the outstanding account is paid in full. Repayment is the amount of aid disbursed to the student for non-institutional costs which must be repaid to the Title IV program. Non-institutional cost is the educational cost not payable directly to the school. Again, see the Financial Aid Student Handbook for details.

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 order, 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.

### **Student Consumer Information**

Diné College provides current information through annually updated publications on student's rights and responsibilities concerning financial aid. Students may obtain copies of the Financial Aid Student Handbook and the Student Guide at the Financial Aid & Scholarship Office in person, by mail, telephone or from the Diné College website <http://www.dinecollege.edu>. Students who attend the regional sites are treated the same as students attending Tsaile or Shiprock, and are eligible to receive federal, state, and private financial aid and/or scholarships.

### Deferred Payments

Per federal regulations, students can now use \$200 of their future financial aid (federal student aid) to pay their prior outstanding account. Prior to registration, the student must sign a contract at the FAO in Shiprock or Tsaile. The Finance & Accounting office will not allow a student to register with an outstanding balance of \$150.00 for student not receiving any financial assistance.

*NOTE: A student who has not maintained Satisfactory Academic Progress while receiving financial assistance in two consecutive semesters is placed on Financial Aid SUSPENSION. During the suspension period, FAO will monitor the progress of each student and all current charges must be paid before any future award eligibility is determined.*

### Financial Aid Appeal Process

Students who fail to maintain satisfactory academic progress and are notified of their financial aid suspension may appeal their eligibility to the Financial Aid Appeals Committee. The Committee will review the appeals. An appeal should be based on extenuating circumstances as documented by the student. The results of the appeal will be sent to the student following the Financial Aid Appeals Committee's consideration and decision. The Appeal information and forms are available at the Financial Aid Office or online via WarriorWeb ([www.dinecollege.edu](http://www.dinecollege.edu)). (More information available in the 2010-2011 Financial Aid Handbook).

## Athletics

Since 1968, Diné College has supported athletic teams. In the more than forty years since then, the College has developed an overall sports and inter-collegiate athletic program that ranks with the very best in nationwide community college circles.

Nicknamed the "Warriors," Diné College teams have won more than their share of 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, the training and medical facilities, and the opportunity to play against good competition are superior. Diné College Athletic Programs aspire to the highest level of intercollegiate competition, sportsmanship and academic excellence through the College mission.

Athletics Web Site: <http://www.Dinecollege.edu/gowarriors/index.php>

### Financial Support for Athletes

Athletic scholarships, grants-in-aid, and special inducements or privileges for athletes do exist at Diné College in accordance with rules governing community college athletics. Beyond athletic aid, student athletes are attracted to Diné College for its excellent educational opportunities, its tradition for winning teams, the outstanding coaching staff, and the opportunity to participate and compete as student athletes on a level that often leads to athletic scholarship offers from four-year colleges after graduation from Diné College.

### Intercollegiate Athletics for Men and Women

Sports in which Diné College fields teams for men include Archery, Cross-Country, Rodeo and Track. Teams participate in National Archery Association, United States Collegiate Athletic Association and National Intercollegiate Rodeo Association. These teams excel in their respective national associations.

### Eligibility for Intercollegiate Sports

For a student to be eligible for any intercollegiate competition, the student must conform to the following regulations:

- A student must be a graduate of an accredited high school with a diploma or have earned a General Education Diploma (GED).
- A student must be enrolled in a recognized academic program and be making progress towards a two or four year degree at the attending college.
- A student must be enrolled in a minimum of 12 credits at time of participation. If a student is enrolled in less than 12 credits, he/she will be considered part-time for eligibility purposes.
- A second semester student must: pass 12 credit hours his/her first term, and must have a GPA of 2.0
- A student must pass 24 credit hours during the two preceding terms of attendance.
- After accumulating 24-48 credit hours, a student must have achieved a 2.0 cumulative GPA. After accumulating more than 48 credit hours, the student must have achieved a 2.0 cumulative 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.

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

### Attendance

Student athletes must be duly admitted and maintain regular attendance in each course. Athletes are responsible for maintaining the attendance requirements as described in the course syllabi.

**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 with 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.

## **Office of Institutional Advancement**

**Institutional Advancement Background**

The Office of Institutional Advancement (OIA) plays a key role at Diné College in securing the necessary resources required for the operations of the College. Previous to January 2006, the OIA was known as the Development Office. Development offices typically manage a very specific scope of work that includes capital campaigns, major gifts, and alumni giving, whereas the OIA involves the administration of a broader range of initiatives that advance the mission of the College through resource development.

**Institutional Advancement Vision and Purpose**

The vision for the OIA is captured by the Navajo phrase “Hózhdoolee[“ that may be parsed as ‘may there be beauty’, a derivation of ‘walking in beauty’ that is distinctly Diné. The primary aim of the OIA is to provide the necessary resources that will support the creation of quality learning and teaching environments for Diné College students.

The purpose of the OIA is based upon the vision of creating beauty and incorporates the following: Institutional Advancement develops the necessary resources required to sustain and advance the mission of Diné College – through research and planning, fund-raising, grants and sponsored project administration, capital improvement (construction and infrastructure), and marketing and public relations initiatives.

**Institutional Advancement Scope of Work**

The current scope of work assigned to the OIA consists of the following:

- General Administration
- Development Initiatives
- Capital Improvement (Construction and Infrastructure) Initiatives
- Institutional Research Office (Title III Department of Education Grant)
- Institutional Planning Office
- Institutional Grants and Sponsored Projects Office
- Marketing and Public Relations Office

## **Diné Policy Institute**

The Diné Policy Institute was created in 2005 in response to the pressing need to evaluate and analyze the traditional Navajo belief-system and how to implement it into working policies for the Navajo Nation. Under the direction of former Chief Justice of the Navajo Nation Supreme Court, the Diné Policy Institute is the leader in quality research on the Navajo Nation and derives its policy perspective using the Navajo paradigm of Sa’ah Naagháí Bik’eh Hózhóón and the Fundamental Laws of the Diné.

As complementary tools to the Navajo paradigm, the Diné Policy Institute uses both qualitative and quantitative research methodologies in its processes and depends on an Advisory Circle, comprised of traditional knowledge holders and Navajo scholars, to provide valuable insight and wisdom. They are a part of the research process at several levels including baseline research, analysis, and evaluation. Researchers then use this paradigm to critique and deconstruct Western frameworks to arrive at culturally appropriate conclusions and recommendations.

At the Diné Policy Institute, researchers produce reports, conduct research, interviews, and focus groups, give presentations, and provide workshops geared towards the community, nation, and region, as well as students, academics, and other interested parties. Both undergraduate and graduate internships are available through the Diné Policy Institute, many of these filled by students from Diné College. Interns conduct independent research under the mentorship of DPI researchers. Most internships last for one semester, either in the spring, fall, or summer, though some projects have taken longer. Research is focused on issues pertinent to the Diné and the Navajo Nation. There are opportunities to present intern research at the annual Diné Policy Institute policy conference held at the Tsailé Campus and at other conferences throughout the year and region. Both volunteer and paid internships are available as well as office internships for Navajo and Diné College students.

There are many institutions outside of the Navajo Nation that recognize the efforts of the Diné Policy Institute and have collaborated with researchers on many projects. Many of these institutions are highly acclaimed universities from across the United States. The Diné Policy Institute seeks to continually develop working relationships and partnerships to perpetuate Diné knowledge and thinking as a valid way to view the world and conduct research. For more information, call (928) 724-6945.

The Diné Policy Institute does not advocate any political party, faction, or ideology, but remains an unbiased research and policy entity that furthers the utility of the Navajo paradigm.

Funding is provided by the government of the Navajo Nation, the United States Environmental Protection Agency CARE Program, donations, and volunteers. The Diné Policy Institute is housed at the Tsaile Campus of Diné College, NHC 632. <http://www.Dinécollege.edu/institutes/policy.php>

## Diné Environmental Institute

The Navajo Nation Council approved the creation of the Diné Environmental Institute (DEI) in 2001. The purpose of the Institute is to combine classroom instruction and curriculum development with outreach and research in local communities. The research approach at the Institute combines Navajo Philosophy and Traditional Wisdom with Western Science. The Institute promotes the Diné traditional living system, which places life in harmony with the natural world. Research is organized around the four sacred elements:

- Earth – Research in Agriculture and Remediation using native plants.
- Water – Improving water quality and quantity on the Navajo reservation lands
- Air – Improving air quality and reducing environmental impacts from energy development
- Fire/Light – Promoting renewable energies and recycling

The Institute has many collaborative partnerships with nearby colleges and universities and encourages experienced interns to participate in bridge programs at the four year college of their choosing the summer prior or immediately following graduation with their AS Degree in math, science or technology. Research interns are expected to attend conferences, participate in poster sessions, research presentations and community meetings regarding their research.

Future plans for the Institute are to raise funds for a facility to be built on the Shiprock South campus. Current plans for this building include LEED design, arid rainwater catchment and a demonstration site for wind and solar energy. For more information about current research programs go to the College website [www.Dinécollege.edu](http://www.Dinécollege.edu) under the “Institute and Programs” tab. To speak with someone, call (505) 368-3556.

Research is conducted at the Institute year round and a wide variety of internships are available to students at all levels of education:

**Pathway Internship:** For freshmen in any major, but who are interested in science. This internship helps students improve their basic skills while introducing them to traditional culture and field research. This program is designed for students with an interest in science, but who are not yet sure about it. Available at Tsaile and Shiprock campuses. Opportunities for students who are science majors and have had at least one science class with a lab.

**Environmental Research and Education (EvER) Internship:** Students can work in Canyon de Chelly with the National Park Service, participate in water quality testing, phytoremediation, uranium remediation or participate in community surveys. This internship is designed for Environmental Science or Biology majors. This program is available at Tsaile campus, Shiprock campus and the Tuba City center. Starting in Summer 2011 Sustainable Living will be a major emphasis of this internship.

**NASA Internships:** Available during the summer and involves intensive work with computers and GIS. This internship appeals to pre-engineering, math and computer science students. The program is based out of the GIS lab at Shiprock campus and also uses mobile GIS technology at the Tsaile campus. Several weeks of training in GIS and Remote Sensing is provided. Interns are then expected to create maps of other intern’s projects. Students can also do research at a NASA center with a faculty mentor. GPA’s of 3.0 or better received first preference in selection.

**The Land Grant Internship:** Available to students in any major as long as students maintain a GPA of 2.5. Students work on the demonstration farms at Tsaile or Shiprock, and assist with rodeos and other community events involving agriculture, nutrition or 4-H programs. This internship is designed for students considering a career as an extension agent, farmer or working with the USDA. Based at Tsaile Campus Land Grant Office.

**Land Grant Office (LGO)** Through an act of congress all tribally controlled colleges were granted Land Grant Status in 1994. To uphold the Land Grant mission the Diné College Board of Regents established the Institution for Rural Development in 1996 and since changed the program name to the Land Grant Office. The Land Grant mission is to serve the 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, and extension in the areas of Natural Resource Management and Agriculture. Projects include large animal herd health workshops and presentations, devastration farms at Tsaile and Shiprock campus, drip irrigation and hoophouse construction workshops, Chuska Youth Camps, Sheep is Life Celebration and 4-H clubs and recruitment. For more information, call (928) 724-6940.

## FACULTY AND STAFF

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