



2019-2020
General Catalog



2019-2020 Catalog

Tsaile, Arizona 86556
1-877-988-DINE
www.dinecollege.edu

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Diné College reserves the right to make changes at any time to any provision of this Catalog. Students will be notified of changes to this published catalog by updated 2019-2020 Catalog Addendums.

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

Catalog Design: Brian Jones, Diné College Student
Photos: Office of Institutional Planning and Reporting

Catalog Editing and Entries:
2019-2020 Catalog Committee
Office of Institutional Planning and Reporting - Terrence Tso, Data Architect Specialist

The typefaces used in this Catalog are Adobe InDesign.

The Higher Education Institution of the Navajo Nation since 1968

2019-2020 Academic Calendar

2019 Fall Semester

Faculty Returns	August 12	Last Day to Drop/Withdraw with "W"	October 18
Convocation, Tsaile Campus	August 13	Spring 2020 Registration Begins	October 21
Student Orientation	August 14	Last day for Instructor Drops	November 15
On-Site Registration	August 15-16	Thanksgiving Day (Holiday)	November 28
Intercampus Day	August 16	Diné Family Day (Holiday)	November 29
Residence Halls Open	August 18	Last Day of Instruction	December 06
Instruction Begins	August 19	Final Exam Week	December 09-13
Late Registration	August 19	Final Exam Grades Due	December 16
Last Day to ADD Classes	August 23	Last Day for Faculty	December 18
Labor Day (Holiday)	September 02	Last Day for Spring 2020 Early	December 19
Last Day to Drop/Withdraw without "W"	September 06	Registration	
Midterm Exam Week	October 07-11	Student Holiday Break	December 16-January 10
Last Day Registration for (2nd 8 week w/ Fee)	October 14	Winter Break Campus Closure	December 23-January 02
Midterm Grades Due	October 14		

2020 Spring Semester

Faculty Returns	January 06	Midterm Grades Due	March 09
Faculty Convocation, Tsaile Campus	January 06	Spring Break, All Sites	March 09-13
Student Orientation	January 08	Last Day to Drop/Withdraw with "W"	March 20
On-Site Registration	January 09-10	Fall & Summer 2020 Registration	March 23
Intercampus Day	January 10	Begins	
Residence Halls Open	January 12	Last Day for Instructor Drops	April 17
Instruction Begins	January 13	Academic Achievement Awards	April 23-24
Late Registration	January 13	Last Day of Instruction	May 01
Last Day to ADD Classes	January 17	Final Exam Week	May 04-07
Martin Luther King Day (Holiday)	January 20	Graduation Commencement	May 08
Graduation Petition Deadline for SPRING 2020	January 24	Final Exam Grades Due	May 11
Last Day to Drop/Withdraw without "W"	January 31	Last Day for Faculty	May 13
Late Graduation Petition w/ fee	March 06		
Midterm Exam Week	March 02-06		
Last Day Registration for (2nd 8 week w/ Fee)	March 06		

2020 Summer Sessions

Final Registration Summer Session I & 10 weeks	May 22
Memorial Day (Holiday)	May 25
Residence Halls Open	May 25
Summer Session I	May 26-June 26
Summer Session 10-week	May 26-July 31
Final Registration Summer Session II	June 26
Summer Session II	June 29-July 31
Independence Day (Observed)	July 03

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

College Administration

Dr. Charles Monty Roessel, College President

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

Dr. Geraldine Garrity, Provost

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

Bo Lewis, Vice President of Finance & Administration

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

Glennita Haskey, Vice President of Student Affairs

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

Marie R. Nez, Vice President of External Affairs

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

School Deans

Dr. Paul Willeto, Dean of Arts, Humanities & English

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

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

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

Dr. Michael Lerma, Dean of Business & Social Sciences

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

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

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

College Board of Regents

Greg Bigman, President

Northern Agency Representative

Dr. Tommy Lewis Jr, Vice President

Superintendent of Diné Schools

Sharon Todacheenie, Secretary

Fort Defiance Agency Representative

Theresa Hatathlie, Treasurer

Western Agency Representative

Nelson S. BeGaye, Member

Health, Education & Human Services Representative

Johnson Dennison, Member

Central Agency Representative

Anderson Hoskie, Member

Eastern Agency Representative

Devon Begay, Member

ASDC President, Student Representative

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President's Message

Yá'tá'ééh,

Thank you for choosing to attend Diné College, a premier higher education institution with a philosophy and history as unique as the students we serve. Our college, the first tribally-operated college in the country, was established in 1968. Our goal then, as it is now, continues to integrate a Navajo approach to learning that is rooted in rigor and scholarship. The Diné College family is committed to making your pursuit of a college degree meaningful, challenging and successful.

The faculty and staff at Diné College is focused on student success. Classes and support services are designed to help students meet their academic, professional, and personal objectives as well as the needs of the Navajo Nation. This focus on students means that Diné College is an ideal place for all types of people – those starting college directly from high school or those entering college after many years away from an academic setting. Our promise to you is to be there for you, and with you, as you fulfill your academic goals and dreams.

As the higher educational institution of the Navajo people, Diné College understands that the Navajo Nation is at a critical juncture. As our people become more and more educated, we are now in a position to be full partners in an economy driven by our Navajo people. The future is about ideas and at Diné College, this means that all students must also know about what it means to be a Navajo. Our nation needs entrepreneurs, engineers, teachers, psychologists, biologists and traditional practitioners. Our curriculum acknowledges this fact, but it also affords students to create their own story and path.



We have a lot of exciting changes being planned with new and updated facilities being on the top of the list. We are also planning and working on developing new programs to meet the demand of our Navajo global economy. For example, our integration of agriculture and business reflects a need for programs that help the Navajo Nation expand and sustain its ability to produce food for its people. It also incorporates our Navajo philosophy of respecting and using the land.

Review the catalog and see what classes align to your goals. If you have questions, please reach out to the appropriate staff who are standing by to answer any and all questions that you may have.

Again, thank you for choosing Diné College.

A handwritten signature in black ink, which appears to read "Charles M. Roessel". The signature is written in a cursive, flowing style.

Dr. Charles M. Roessel

About Diné College

College Mission

Diné bina'nitin áyisíí ásiláago binahjí', Ólta'í na'nitin náasjí' yee ínááhwiidool' álgíí yéego bidziilgo ádiilnít, áko Diné nilínígíí t'áá altsó yá'át'éehgo bee bił nahaz'áa dooleeł niidzin.

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

College Vision

Nihí'Ólta'gi, Diné Bidziilgo Ólta'gi na'nitin a'aa ádaat'éii Ólta'í bee nanitínígíí dóó t'áá ha'át'íí shíí bee biká'aná'álwo'ígíí bidziilgo dóó bohónéedzáago ádiilnít niidzin. Díí binahjí' Diné bi'ólta'gi Óhoo'aah ts'ídá bohónéedzáanii bee bił haz'á ílį dooleeł.

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

College Principles

Nihina'nitin, Sa'ah Naagháí Bik'eh Hózhóón bił hadít'éego, dóó índa Diné yee iiná íl'ínígíí át'éego nahasdzáán bikáa'gi dóó yádihit' biyaagi bohónéedzánígíí át'éego yee hiná. Díí binahjí' t'áá altsodéé' bik'íhwi-inít'į'go bitah yá'áhoot'éehgo yee iiná íl'íí dooleeł.

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

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

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

liná. Implementation. T'áá hó ájit'éego hózhóógo oodáát. Demonstrate self-direction based on personal values consistent with the moral standards of society. T'áá hó ájit'éego hózhóogo oonish. Demonstrate quality, participation, work, and materials.

Siihasin. Reflection and assurance. Siihasingo oodáát. Demonstrate competency. Siihasin nahaaldeeł. Demonstrate confidence.

College Values

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

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

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

It ídlí. Respecting the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments, and valuing inclusiveness.

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

Diné College History

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

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

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

Accreditation

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

One College, Multiple Sites

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

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

Diné College Campuses/Centers

List of locations with contact information:

Tsaile Main Campus

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

Shiprock Branch Campus

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

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

Chinle Center

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

Crownpoint Center

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

The Crownpoint Center is located 0.4 miles south of

Bashas.

Tuba City Center

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

Window Rock Center

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

Non-Discrimination Policy

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

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



Title IX

Title IX of the Education Amendments of 1972 prohibits sexual discrimination in any form; to include any form of sexual harassment and gender discrimination.

Federal law states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program and activity."

Notification of Rights under FERPA

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

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Diné College (hereinafter referred to as the "College") receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

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

1. The right to provide written consent before the College discloses Personally Identifiable Information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by the Diné College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health services staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of the Diné College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill her or his professional responsibilities for the Diné College.
2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Diné College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202-5920
For additional information regarding FERPA, contact: (202) 260-3887 (voice), (800) 877-8339 (TDD)
<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Drug-Free and Zero Tolerance Policy

The College is committed to the Drug-Free Schools and Communities Act Amendments of 1989 as specified by P.L.101-226. This is demonstrated in accordance with the Navajo Nation policies prohibiting the manufacture, possession, distribution, or use of alcohol or

controlled substances by students, employees and campus guests in the workplace and facilities owned or leased by the College. Smoking and the use of smokeless tobacco, such as vapor cigarettes, are also prohibited in College buildings and vehicles.

Jeanne Clery Act

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

Campus Crime Information

To comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified as 20 USC 1092 (f) as part of the Higher Education Act of 1965, Diné College provides information regarding campus safety and crime policies as outlined in the Student Code of Conduct. This Code of Conduct contains information about reporting crimes, sexual harassment policy, drug/alcohol policy, etc.

To view the campus crime statistics, please access the Diné College webpage: https://www.dinecollege.edu/current_students/campus-safety/

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

Student Complaints and Recommendations

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

Student Success Center –Tsaile
(928) 724-6855

Crownpoint Center
(505) 786-7391 ext. 7201

Chinle Center
(928) 674-3319 ext. 7101

Student Success Center –Shiprock
(505) 368-3621

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

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

Enrollment

How do I enroll for the first time at DC?

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

Diné College, the first tribal college located on the vast Navajo Nation, offering accredited college level courses with plenty of resources to help you get on the right track. DC offers many opportunities to make new friends and has dedicated faculty and staff to assist you.

NEW Students

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

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

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

Letter of Admission

Students who met the college's admission requirements will receive an official Letter of Admission from the Office of Admissions. Additional copies can be obtained from the Office of Admissions located in the One Stop Shop at the main campus in Tsaile.

Denial or Cancellation of Admission

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

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

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

Admission Policies and Procedures

Transfer Students

Students who attended another accredited college or university prior to being admitted to Diné College are considered as transfer students. Official transcripts are required upon Admission. Based on transcript evaluation a maximum of 20 credits hours below the 300 course level with grades of 'C' or better will be accepted towards a Certificate and 40 credit hours below the 300 course level with grades of 'C' or better will be accepted towards and Associate Degree. For Bachelor Degree seeking students transfer evaluations will be determined with Advisor and Registrar. Transfer courses will not be included in the student's Cumulative Grade Point Average (CGPA) and will be shown without designated equivalents. Transfer credits remain on a student's permanent transcript.

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

Returning Students/Stopped Out Students

Returning/Stopped Out students are student(s) who previously attended Diné College. These students must submit an updated admission's application along with any required documents to the Office of Admissions. If you attended other colleges or universities, you must include all official college/university transcript(s).

Non-Degree Seeking Students

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

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

Placement Test

All first-time freshmen, concurrent enrollment students, and dual enrollment students are required to take the placement test in the three subject areas of reading, writing, and mathematics prior to registration. The test results will determine the level of course placement.

Students who do not agree with the placement test results, may take challenge tests. A challenge may be taken to advance a student to the next level of course sequence. It must be taken prior to registration:

1. The challenge test, for reading and mathematics, will be conducted at the Learning Centers.
2. The challenge writing test will be given by the English Faculty.

Transfer students are required to take the placement test, unless an unofficial transcript is presented at the time of testing for reading, writing, and mathematics. Students pursuing a degree may have their writing or mathematics test waived upon evaluation of transcripts. Transfer transcripts evaluation will be completed by the Registrar's Office. A document to waive courses will be sent to the Registrar's Office and the Advisor.

Reading Proficiency is required for graduation either by passing or testing out of ENG 075– Advanced Reading. If a student transfers in from an accredited institution passing ENG 101 with a grade of 'C' or better, that would waive the reading requirement.

Diné College, highly recommends to students who have not attended college for four (4) years to retake the placement test.

Contact the Learning Center in Tsaile at (928) 724-6725/26, Shiprock at (505) 368-3621, or the Offices at the regional sites in Chinle, Window Rock, Crownpoint and Tuba City.

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

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

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

Based on transcript evaluation, a maximum of 20 credits hours below the 300 level courses with 'C' grades or better will be accepted towards a Certificate and 40 hours below the 300 course level with grades of 'C' or better will be accepted towards an Associate Degree.

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

Change of Major

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

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

The following are types of changes of major processes:

Non-Degree Seeking to Degree Seeking

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

Changing Degree Type

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

Adding a Major (Dual major)

If you decide to add an additional degree program and you are on financial aid, it is advised you contact the Office of Financial Aid & Scholarships.

Admission Policies and Procedures

High School Concurrent Enrollment (Non-Degree)

- The student must have completed the eighth grade and be enrolled in an accredited public, Bureau of Indian Education-funded or a private secondary school or home school.
- The high school student may enroll for a maximum of two courses (six credits) for fall and/or spring and one course (three credits) for summer session. The student is not permitted to audit courses.
- Concurrent enrollment students are only allowed to take freshman (100-199) and/or sophomore (200-299) level courses.
- Students must meet all course prerequisite requirements, as per the Diné College Catalog.
- The student's high school counselor, principal, designee, or superintendent must approve the specific courses and the number of hours in which the student desires to enroll each semester by signing the High School Concurrent Enrollment Permission form.
- The student must be in good academic standing at their high school and have a cumulative grade point average of at least 2.0 on a 4.0 scale.
- Complete the ACCUPLACER test in reading, writing and math prior to the start of class.

Dual Credit Program

What is dual credit?

Diné College's Dual Credit Program allows high school students to get a early start on college by earning college credits while still attending high school. Dual credit is a process by which high school students enroll in a Diné College course(s) so they receive concurrent academic credits for the course(s) from both the College and the high school.

Student Eligibility

High School students must have at least a 2.0 GPA or have the principal/guidance counselor's approval, and meet the enrollment requirements of the Diné College Registrar's Office. Other requirements established by the individual high schools may also apply.

Eligible Classes

A list of College courses that have been approved for the Dual Credit Program is available at the Dual Credit Office. Only academic courses are eligible for dual credit classification. These courses allow for transfer of college credit based on transfer agreements among public colleges and universities in Arizona, New Mexico and Utah, as well as other tribal colleges and universities. Vocational, remedial, and physical education classes are not eligible for dual credit.

Dual Credit Placement Tests

Potential Dual Credit students must take Accuplacer tests in reading, writing, and math. The College uses the scores to determine which courses that Dual Credit students are eligible to take.

Enrolling in Dual Credit Courses

Dual Credit students must submit the following to the Records and Admissions Office before registering for classes (all documents must be original, no copies or scanned documents accepted):

- Diné College Application
- Official Certificate of Indian Blood
- Diné College Dual Credit Request Form (Arizona, New Mexico or Utah) signed by the student, parent/guardian and high school representative
- Accuplacer test results given by the College and with scores attached to the application

Tuition and Fees for Dual Credit

Tuition and fees are waived at the time of enrollment and registration. Upon completion of the Dual Credit course(s), the College requests reimbursement from the appropriate funding sources. According to federal guidelines, Dual Credit/Enrollment students are not eligible for financial aid.

Textbooks for Dual Credit

High school representatives are responsible for purchasing and distributing all textbooks and learning materials, which is available online at www.bkstr.com/dinecollegestore/home/en

International Students

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

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

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

Bachelor Program Admission Process

If you are planning on pursuing a Bachelor's Degree from Diné College, listed are the Schools with programs and additional required admission requirements/criteria. You can also contact the programs directly if you have any questions.

School of Sciences, Technology, Engineering, & Mathematics (928) 724-6936

Bachelor of Science in Biology

- Completed Admission Application with required documents.

Bachelor of Science in Public Health

- Completed Admission Application with required documents.

School of Humanities & English

(928) 724-6614

Bachelor of Fine Arts

- Completed Admission Application with required documents.
- Acceptance Letter by School

School of Business and Social Sciences

(505) 368-3571

Bachelor of Arts in Business Administration

- Program Application Deadline – June 01
- B.A. Checklist required by Advisor
- Acceptance Letter by School

Bachelor of Arts in Psychology

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

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

Bachelor of Arts in Elementary Education

- Program Application Deadline – June 01
- B.A. Checklist required by Advisor
- Acceptance Letter by Program

Bachelor of Science in Secondary Education, Science

- B.S. Checklist required by Advisor

Bachelor of Science in Secondary Education, Mathematics

- B.S. Checklist required by Advisor

REGISTRATION

Academic Advising

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

Academic Advisors and Faculty Advisors support students in the following areas:

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

All students are required to meet with either an Academic Advisor at the Student Success Center (Tsaile and Shiprock campuses only) and/or Community Campus Office, or a Faculty Advisor prior to scheduling classes each semester. This will ensure students are enrolling in the appropriate classes for their curriculum and possible transfer plans.

- Chinle Center, call (928) 674-3319
- Crownpoint Center, call (505) 786-7391
- Shiprock Student Success Center, call (505) 368-3621
- Tsaile Student Success Center, call (928) 724-6855
- Tuba City Center, call (928) 283-5113
- Window Rock Center, call (928) 871-7607

Student Orientation

Student Orientation is designed to help new student's transition to Diné College and general college life. Freshman and transfer students are required to attend Fall or Spring orientation. The College's Bachelor Degree programs also have additional orientation activities.

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

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

BASET: (505) 368-3672

Diné Teacher Education: (928) 724-6699

Textbooks

Follett is the Virtual Bookstore for Diné College where students order their books, which is available online at www.bkstr.com/dinecollegestore/home/en

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

Account balance must be below \$150.00.

Tuition

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

Required Fees (Non-Refundable)

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

Technology Fee

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

Activity Fee

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

Cancelled Course Policy

Students will receive a tuition refund, if a course was cancelled by the College. The refund will not include the non-refundable fees (technology and activity fees, where applicable).

Payment Options

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

Payment Plans

FALL and SPRING Semesters ONLY

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

SUMMER Session

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

NOTE: Students who sign up for the payment plan will not be eligible to register for the upcoming semester or request an official transcript until payments are

Tuition and Fees

completed and the account balance is zero. All accounts with a balance will be put on an Accounts Receivable (AR) Hold status.

Charges/Payments

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

Refund Policy

A financial obligation to the College occurs when a student registers for classes. The refund amounts and timeframe is outlined in the refund tables. Students who completely withdraw from the College (no longer enrolled in any classes) must complete an Official Withdrawal Form. Students who drop a course(s) by completing an Official Drop Form, but continue enrollment may be eligible for a refund based on the date of when the course(s) was officially dropped. Students who fail to attend class or request an Instructor Drop WILL NOT be released from financial responsibility. It is the student's responsibility to complete the appropriate paperwork within the allotted timeframe to be considered for a refund, failure to do so will result in the forfeiture of tuition refunds.

Fall or Spring Semester Tuition Refund

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

Summer Sessions Tuition Refund (5-10 weeks)

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

Diné College Bookstore

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

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

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

Copy Fees	
8.5 x 11 Colored	\$0.35 per page
11 x 17 Colored	\$0.50 per page
8.5 x 11 Black & White	\$0.25 per page

Copy Fees

11 x 17 Black & White \$0.35 per page

Textbooks

For more information, contact Bookstore.

- Tsaille Bookstore, call (928) 724-6750
- Shiprock Bookstore, call (505) 368-3547

Merchandise Refund/Return Policy

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

Department Purchased Gifts

Diné College departments or programs may purchase items from the Bookstore as event prizes or incentives (such as a t-shirt) for students. Purchased items received from a College department or program CANNOT be returned to the Bookstore for credit or refund by the student. If an item (gift) is not wanted, the student will return the gift to the department, then the department will receive credit, not the student.

Residence Hall

Student housing is available only at the Tsaille Campus. Students are responsible for adhering to Residence Life Handbook and the Student Code of Conduct. For more information, contact the Residence Life Office at (928) 724-6782.

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

Housing Costs by Semester

Fall/Spring Semester	Single Occupancy	Double Occupancy
Per Semester	\$990	\$640
Summer Session	Single Occupancy	Double Occupancy
5 Weeks	\$290	\$190
10 Weeks	\$580	\$380

Student Family Housing

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

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

It is recommended that the student pay per semester if he/she is receiving Financial Aid/Scholarships to avoid non-payments and eviction. For more information regarding rent and payment, contact Residence Life Office at (928) 724-6782.

Student Meal Plans

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

Fall/Spring Semester Warrior Meal Plans

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

Summer Session Warrior Meal Plan

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

Dorm Room and Meal Plan Refund

Fall/Spring Semester Refund: Dorm Room & Meals

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

Summer Session Refund: Dorm Room & Meals

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

Student Family Housing Refund Policy

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

Office of Financial Aid & Scholarships

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 assistance to qualified students. Students are responsible for initiating the application process for federal, state, and tribal scholarship and grant based financial assistance. Students are encouraged to apply as early as possible.

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

The main goal of the OFA&S is to educate students to seek other funds to meet the rising costs of education through grants, part-time work or scholarships.

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

All students are required to complete the following:

- Free Application for Federal Student Aid (FAFSA) and Financial Aid Data Form (FADF) which are available at Diné College's OFA&S at Tsaile, Shiprock and regional sites. The FAFSA/ISIR response will determine a student's Expected Family Contribution (EFC).
- Financial Aid Data Forms and other financial aid is available at Diné College's Office of Financial Aid & Scholarships and online at www.dinecollege.edu.

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

FERPA

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

Cost of Attendance (COA)

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

Award Example			
Pell Grant	\$3,048	COA	\$6,350
Navajo Nation	\$2,500	Less Total Aid	\$5,460
Total Aid	\$4,960	Unmet Need	\$802

Financial Aid

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

Award Example: On Campus student, enrolled Full-time and EFC = 0
Award Amounts vary based on several factors:

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

Satisfactory Academic Progress (SAP) Policy

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

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

Diné College advises students to pursue one program at a time. Students who are enrolled in a certificate program are expected to complete the program before moving into an Associate Degree program. Pell Grant does not cover degree programs beyond the Bachelor Program. Therefore, once a student has earned this degree, Pell Grant funding is no longer allowed.

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

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

Qualitative Standard:

- Minimum term grade point average (GPA)

Quantitative Standards (Pace):

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

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

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

Course Repetition

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

Official Withdrawal

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

Unofficial Withdrawal

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

Incompletes

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

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

Transfer Credits

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

Change in Major

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

Additional Degree(s)

A student who already has an equivalent of an AA or AS degree (or higher) does not qualify for additional Pell Grant funds unless he or she is seeking a Bachelor of Arts degree in Business Administration, Psychology, or Elementary Education, Bachelor of Science degree in Biology, Secondary Education in Mathematic or Science Bachelor of Arts degree in Fine Arts, Bachelor of Science degree in Public Health

Repeat

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

NOTE: A repeated course may not qualify for funding.

Retake

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

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

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

Financial Aid Warning

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

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

Financial Aid Suspension

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

Financial Aid Appeal Process

Students who fail to maintain satisfactory academic progress, who are notified of a financial aid suspension may be eligible for federal funds. The Financial Aid Director or FA Committee will review the appeal(s) within 14 days of submission. An appeal should be based on extenuating circumstances and documented by the student; i.e. hospitalization, accident, death in the family, etc. The results of the appeal will be sent to the student following consideration and decision. Information and forms are available at the Office of Financial Aid & Scholarships or online at www.dinecollege.edu.

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

Reinstatement of Financial Aid Eligibility

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

- Student passes 6 or more credit hours with their own resources with 'C' or higher to include meeting SAP, utilizing his or her own resources.
- Submit a Financial Aid Appeal Packet and receiving approval by the FA committee. Student will successfully complete the standards and expectations agreed upon.

Financial Aid Probation

If student's FA Suspension appeal is approved, the student will be awarded but be on a Financial Aid Probation Status and must complete all credits with a 2.0 grade point average or better, otherwise, he/she will go on FA Suspension.

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

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

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

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

Return to Title IV (Refund & Repayment Policy)

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

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

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

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

Changes That May Impact Eligibility

(Consolidated Appropriations Act of 2012: Effective July 1, 2012)

Federal Pell Grant: Duration of Eligibility

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

Pell Grant Lifetime Limit

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

Financial Aid

(Effective: Fall 2018)

Classification	Credit Hours	GPA
Freshman	0-32	2.000
Sophomore	33-64	2.000
Junior	65-96	2.000
Senior	97-130	2.000

Completion Rate/Pace & Maximum Timeframe

Maximum Timeframe/Pace

The US Department of Education places a credit hour limit on funding for all financial aid students. Funding is available until a student has reached 150% of the credit hours required to complete their program. This includes all double majors, additional degrees, repeat credits, and transfer credits (example: AA in Bus Admin. = 69 credits × 150% = 103 credit hour maximum timeframe).

Continued Funding Agreement

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

Consortium Agreement

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

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

Paying Prior-Year Charges

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

Federal/New Mexico State Work Study Program (FWS)

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

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

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

Student Consumer Information

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

Payment Plan

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

Certificate Program Title IV Eligibility

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

- Irrigation Technician
- Small Business Management/Entrepreneurship
- Office Technology
- Navajo Cultural Arts
- Geographical Information System (GIS)

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

Office of Financial Aid & Scholarships Location/Contact

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

For more information, call: (928) 724-6739

Grants and Scholarships

Students applying for these scholarships must complete a FAFSA. These scholarships are established by public sources and private donors. Support is based on the availability of funds. Visit the www.dinecollege.edu Office of Financial Aid and Scholarship for links.

Student Services and College Resources

Student Services at Diné College

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

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

Adult Education Program

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

Associated Students of Diné College (ASDC)

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

Athletics

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

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

Financial Support for Student Athletes

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

Intercollegiate Athletics for Men and Women

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

Eligibility for Intercollegiate Sports

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

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

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

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

Student Athletes Class Attendance

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

Student Athletes on Satisfactory Academic Progress (SAP)

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

Satisfactory Completion

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

Falsification of Records

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

Intermural Sports for Men and Women

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

Cafeteria

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

Student Services and College Resources

Campus Security

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

Security Contact information:

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

Parking Permits

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

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

Contact information:

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

Computer Services

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

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

Warrior Web

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

Warrior ID is used for:

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

Counseling Services

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

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

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

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

Counseling Services are located at the Tsaile, Shiprock and Tuba City locations. Tsaile, Chinle and Window Rock students should contact (928) 724-6854; Shiprock and Crownpoint students should contact (505) 368-3628; and Tuba City students should contact (928) 283-7505.

Disability Support Services (DSS)

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

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

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

DSS campuses/centers:

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

Diné Environmental Institute (DEI)

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

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

Diné Environmental Institute at the Shiprock, New Mexico campus of Diné College holds considerable promise for Diné Interns advancing real-life practical applications drawn from the philosophical strengths of Navajo culture to the understanding of issues and to the generation of solutions to the major contemporary issues of society – both Navajo and national. The Goals of the DEI Internship Program are:

1. To encourage students to develop a strong interest in science, math and/or engineering and to complete an Associate of Science degree (any option).
2. To prepare students to transfer to a four-year college or university and complete a BA/BS degree program (minimum) in a Math, Science or Engineering major.

Student Services and College Resources

3. To provide real-life research experiences for students at national laboratories, partner agencies/universities and local communities and to expose students to activities commonly encountered in scientific careers.
4. To encourage Native American students to return to their communities as scientists and engineers.

Diné Policy Institute (DPI)

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

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

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

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

High School Equivalency (HSE) Tests and Credentials

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

Land Grant Office (LGO)

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

The Land Grant mission is to serve consumers through higher education programs, community outreach, and research. In doing so, the Land Grant Office has developed informal education which is disseminated as community outreach activities and projects, research, and extension in the areas of Natural Resource Management and Agriculture. Projects include large animal herd health workshops and presentations, developing farms at Tsaile and Shiprock campus, drip irrigation and hoop house construction workshops, Environmental Youth Camps, Sheep is Life Celebration, and 4-H clubs and recruitment. For more information, call (928) 724-6940.

Land Grant Office Internship

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

Learning Centers

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

The Centers provide academic support to students including:

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

Learning Centers

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

Library Services

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

At the 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 in the Moses-Donner Indian Collection. At the Shiprock campus, the Senator John Pinto Library houses the David Brugge Collection of books, journals, and archaeological studies. The library at the Crownpoint site houses the Mary Shepardson Collection, a must-see for Navajo researchers.

Student Services and College Resources

Library Card

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

For more information, call:

Library Services

Tsaille	(928) 724-6757
Shiprock	(505) 368-3646
Crownpoint	(505) 786-7205

Ned Hatathli Museum

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

Navajo Language Proficiency Test

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

Residence Life Program

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

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

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

Student/Family Dorms

There are 8 Hogan-shaped buildings to accommodate single adult students without dependents. Each building consists of the following and is set for double occupancy.

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

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

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

Student Family Housing for Married/Single Parents

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

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

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

Application Procedures and Eligibility Requirements

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

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

Deposit

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

Residence Life Halls - A required deposit of \$150.00

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

Deposit Refund

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

Student Services and College Resources

Guest Housing

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

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

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

College Success Department

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

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

Student Activities

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

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

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

Student Clubs and Organizations

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

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

Transfer & Career Services

Students who are interested in pursuing a bachelor's degree from another institution should contact Academic Advising. Advisors are available to assist you with researching a 4-year institutions, bachelor degree programs and their requirements. Career services assist students with exploring setting goals to each student's unique educational and academic needs. Some resources and support services are offered through transfer services are:

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

- Assistance with the admissions process
- Career Assessments
- Occupational Information
- Goal Setting
- Degree Planning
- Employment Resources

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

Veteran Services

Veterans Services is an integral component of Student Services at the College. Therefore, Diné College is committed to serving the educational needs of Veterans. A designated Veterans Affairs (VA) School Certifying Official is available at each of the following DC locations to assist Veterans needs: Tsaile, Crownpoint and Shiprock.

Certifying Officials provide and assist returning military members to enroll at the College and to expedite the processing of Veteran's Education & Training Benefits while enrolled at the College. There are numerous VA Education Benefit programs available to Veterans based on military service at the time of discharge.

Diné College curricula and courses are approved programs by both Arizona and New Mexico Veterans Education & Training Approval Agency for training of Veterans & eligible dependents. Veterans who meet the eligibility requirements to receive Education Entitlement are required by law to comply with all VA regulations under which a Veteran is granted Education Benefits.

Please contact a Certifying Official for more information. Veteran students enrolling at Tuba City, Chinle, or Window Rock Centers, please contact Tsaile campus.

Veteran Services	
Tsaile Campus	Student Success Center (928) 724-6727
Shiprock Branch	Office of Financial Aid & Scholarships (505) 368-3515
Crownpoint Campus	Student Success Center (505) 368-3627

Academic Policies

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

Academic Appeals

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

Academic Integrity

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

Academic Probation

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

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

Academic Recognition

Academic recognition can be achieved as follows:

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

Academic Standing

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

Academic Status Change

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

Academic Suspension

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

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

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

Contact Us

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

Access to and Confidentiality of Records

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

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

Administrative Withdrawal

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

Auditing Courses

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

Academic Policies

Change of Grade

The Instructor and Dean of School must approve a grade change. Students wanting to appeal a grade must complete an Academic Grade Appeal form and follow the appeal process. Circumstances necessitating a change of grade may include a clerical error made by the instructor or data entry personnel in preparing the grade report or the change of an "Incomplete" grade. With the exception of the "I" and the "IP" grade which must be changed by the end of the following semester, a grade may be changed within an academic year from the time it was given. Changes of grades for summer courses must be completed by the end of the following summer session.

Class Attendance and Punctuality

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

Course Change or Cancellation

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

Course Census

Fall, Spring, Summer Semester

Regardless if there is a holiday within the census period.

Week(s) of Instruction Course Census will be at the conclusion of the indicated weekday.

1 or less	1 (1st Monday of the Semester)
2	2
3	3
4	4
5	5 (1st Friday)
6	6
7	7
8	8
9	9
10	10 (2nd Friday)
11	11
12	12
13	13
14	14
15	15 (3rd Friday)
16 or more	

The *census period will fall within the first 15 days of the semester depending on the length of the course in weeks regardless if there is a holiday observance.

Only the weekdays (Monday through Friday) will be used for census dates as well as the holiday observances falling on a weekday are also used for census dates.

If a course does not start on the first Monday of the semester, then the course census date will be set according to the start date and the length of the course.

Course Overload

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

Course Substitution

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

Credit-by-Examination

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

Definition of a Semester Hour

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

Dropping and Adding Course(s)

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

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

Academic Policies

appeals to this must be submitted to Residence Life.

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

Enrollment Status

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

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

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

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

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

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

General Grade Appeal

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

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

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

Grade Point Average (GPA) System

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

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

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

Example:

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

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

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

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

The following rules are considered in computing the CGPA:

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



Academic Policies

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

Academic Policies

Graduation Requirements

To be eligible for graduation and participation in a commencement exercise, students must meet the requirements for a degree or certificate as illustrated below.

Graduation Requirements for an Academic Degree or Certificate:

- Fulfill all coursework and degree requirements listed on the Graduation Degree Checklist.
- Cumulative Grade Point Average of 'C' or better.
- Completion of Reading Proficiency requirement (Not applicable to Certificate Programs).
- File a completed Graduation Petition and Degree Checklist with the Office of the Registrar by the deadline (See Academic Calendar). No Exception.
- Pay the \$25.00 non-refundable filing fee to the Cashier's Office (\$35.00 for late graduation petition fee).
- Pay all outstanding and prior accounts in full to the College.
- Return all checked-out materials to the library.
- Complete the College's student graduate survey.
- Have all course substitutions approved by submitting a Course Substitution Form.

Reading Proficiency Requirement for Graduation

Satisfactory skill levels in reading, English, and mathematics are required for graduation. Graduation with a certificate does not require reading proficiency unless specified by courses required for the certificate. English 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 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
2. Students who have not passed the reading placement test by the time they have completed one semester of ENG 075 Advanced Reading 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
3. Students who have taken ENG 075 a second time and have not passed either the course or the reading test must either:
 - A.Retake and pass ENG 075 or
 - B.Retake and pass the reading test
4. Students can transfer in, from an accredited institution, an equivalent of ENG 101 or ENG 102, with a grade of C or better.

Students may not retake the reading test more than two times per semester and must wait a minimum of eight weeks between each attempt.

Graduation Degree Checklist

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

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

1. General Education requirements
2. Program Requirements

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

Graduation Regalia

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

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

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

Graduation Exercise

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

Graduating Catalog Year

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

Graduation Petition

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

Graduation with Honors

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

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

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

Hold on Student Records

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

Instructor Drop

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

Midterm and Final Grade Report

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

Academic Policies

Call to Active Duty

In the event, a Veteran student is called to active duty, he/she must notify the Veteran's Counselor and the Registrar's Office immediately. Provide a copy of the order to the Office of the Registrar.

Military Institutional Excuse Policy

A military institutional excuse grants a student to participate in military events/drills based on official military orders. The Veteran Advisor first validates the military excuse with final approval by the Dean of Students. This excuse is for Reserve Component and National Guard military students called to temporary duty on official military orders. In all other situations, such as called to Active Duty, the student should immediately contact the Veteran Advisor for guidance. Faculty are required to honor the military excuse. To honor this excused absence means to permit the student to complete in advance or to make up after the absence (at the discretion of the instructor) academic assignments, quizzes and examinations missed during the time covered by the military excuse when the student was not in attendance.

Students are responsible for notifying their class instructors and to provide a copy of the approved military excuse form at least 5 working days (or one class period if the class meets less frequently than every five days) prior to start of the time it covers. The student recommendation is to schedule a course that does not conflict with his/her weekend military drills. If this is not feasible, at the beginning of the semester, it is recommended that the military student provide his/her instructors with a schedule of all military drills for which a military excuse will be requested. In the case of an unscheduled military drill, the student will adhere to the 5 working day policy outlined above. Given the challenges that students face in gathering appropriate documentation from their Commanding Officer, the student will have two business days upon their return from drill to provide the appropriate supporting documentation. If the documentation is not provided within the two-business day timeframe, the Military Institutional Excuse request may be rescinded and the Veteran Advisor will notify class instructors.

NOTE: Students are also responsible to contact the following departments. (The Diné College Admission Policies and Procedures apply. See the school catalog for more information).

1. Students living in Diné College Student/Family Dorms should contact the Residence Life office to withdraw from the Residence Life program.
2. Students receiving financial aid through the Diné College office of Financial Aid should contact the Financial Aid Director.
3. Students called to Active Duty after classes begin, should contact the Office of the Registrar for a complete withdrawal from the current term.

Military Service/Veterans Transfer Credit

Diné College welcomes our Veteran (VA) students. The following Academic Policies and procedures are specific to the Veteran student. The Academic Satisfactory Academic Progress (SAP) policy applies to every student who enrolls at the College.

A Veteran with an "Honorable Discharge" from active duty seeking admission to the College must submit any prior training and military transcripts as well as official transcripts of all other colleges and universities attended. The College Registrar will evaluate the official transcripts for approval of credits. VA student are normally awarded two (2) units of physical education credit hours toward graduation. To be considered for education credits, the following must be completed:

1. Veteran submits military and all other transcript from other colleges and universities attended to the Office of the Registrar.
2. The Registrar will evaluate the transfer credit request form

and upon approval, Veteran will receive two (2) units of physical education credits on Veteran transcript with a grade TR (CR) for the course(s).

3. Previous transcripts will be evaluated and credit will be granted as appropriate.

Transfer credit evaluations can take up to two weeks. A copy of the transfer credit evaluation will be mailed to the student or obtained from the Office of the Registrar. All accepted transfer credits will be calculated into overall credits earned but not calculated in GPA.

Satisfactory Academic Progress for VA Beneficiaries

All VA student who do not maintain the academic standards set forth will be based on the following criteria:

- VA students who attend Full-time will be placed on academic probation when they failed to maintain a semester grade point average (GPA) of 2.0 for the next semester of regular attendance. (Note: specific to each of the Bachelor's Program, a higher (GPA) may be required). When a student drops below 12 credit hours during the semester as a result of "In Progress" grade (IP), the student is still considered to be making a satisfactory progress.
- VA students who attend Part-time and have taken 16 or more credit hours will be placed on Academic Probation whenever 11 or fewer credit hours were attempted and a cumulative (GPA) of less than 2.0 is earned.
- Students on academic probation may take no more than 14 semester credit hours unless approved by an advisor. Academic probation is not recorded on the student academic transcript.
- A VA student on academic probation is still eligible for VA benefits during the probationary period.



Academic Suspension for VA Beneficiaries

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

Academic Suspension Appeal—A VA student may appeal an academic suspension by obtaining information on the appeal process

Academic Policies

from the Office of the Registrar. Student must go before the Academic Standards Committee and present their case. Upon approval, the student is placed back on academic probation.

Participation in College-Sponsored Events

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

Repeating Courses

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

Satisfactory Academic Progress (SAP) Policy

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

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

Student Rights and Responsibilities

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

Transcripts

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

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

Transfer Credits

Transfer of credits is awarded for coursework completed at other colleges and universities. Office of the Registrar is responsible for conducting official credit evaluations. Transfer students must request official transcripts from colleges previously attended to receive trans-

fer credit. Transfer credit evaluations can take up to two weeks. A copy of the transfer credit evaluation will be mailed to the student or obtained from Office of the Registrar. Additional copies can also be obtained from Office of the Registrar.

Withdrawal from College

Students who officially withdraw from the College must use a Withdrawal Form available from Office of the Registrar or respective campus site. Failure to withdraw properly results in the forfeiture of a refunds, and a grade of "F" is given for each course in progress at the time of the unofficial withdrawal. Withdrawal Forms must be returned to Office of the Registrar with all the required signatures.

General Education

General Education Curriculum

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

General Education Mission Statement

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

Course Information

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

Course Number	Purpose	Current Exceptions
097,197, 297,397, 497	Practicum – A course with this designation may be for practical application of learning, sometimes referred to as an internship or field experience. Check with the academic area or advisor for specific courses in each program.	CSC 295 Internship or Practicum ECE 108 Field Experience I ECE 110 Field Experience II EDU 297 Practicum in Elementary Education EDU 358 Field Experience I EDU 378 Field Experience II EDU 478 Field Experience III SWO 295 Field Experience I SWO 296 Field Experience II

098,198, 298,398, 498	Independent study – A course with this description must be approved by the faculty and School Dean.	EDU 498 Student Teaching
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Course Number	Purpose	Current Exceptions
099,199, 299,399, 499	Special Topics – A course with this designation is designed to meet the special interests of students. A Special Topics course may be taught twice. After that, it must go through Curriculum procedures and be assigned a regular course number. It may not be used to designate a course that is already in this catalog.	EDU 499 Diné Education Seminar

IMPORTANT NOTE REGARDING GENERAL EDUCATION

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

General Education Program Requirements

ENG 101, 102 for the English Option.

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

General Education

General Education Core	Credits
Social and Behavioral Science Students must choose one History (HST) 101, 102, 135, 136 course and one other course from: Anthropology (ANT) Sociology (SOC) Social Work (SWO) Social Science (SSC) Political Science (POS) Economics (ECO) Psychology (PSY)	6
Laboratory Science Students must choose one Life Science: BIO and one Physical Science course both with labs from: Physical Science: AGR, AST, CHM, ENV, GLG, PHY, PHS	8
Physical Education and Health Education PEH 122 PEH 113-148 Health Education (HEE) HEE 110, 111, 112	2-3
Navajo Studies One Navajo Language Course Based on Placement Test (NAV 101, 102, 201, 202, or 211) NIS 111: Foundations of Navajo Culture and NIS 221: Navajo History to Present	9-10
Required Core Total Students transferring may need to take additional courses to meet core requirements.	40-43

Communications Requirements

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

COM 121 is required for New Mexico Core Competencies.

Students in the Associate of Applied Science (A.A.S.) degree program must complete six credit hours in any of the following combinations; ENG 085 and ENG 101 or ENG 101 and ENG 102.

Humanities and Fine Arts Requirements

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

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

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

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

- Theater (THR) 101, 102

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

Mathematics Requirements

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

Navajo and Indian Studies Requirements

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

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

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

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

Physical/Health Education Requirements

To fulfill the physical education requirements, students must complete a minimum of two credit hours from: PEH 122 (2 credits) or HEE 110, 111, 112 (3 credits) or choose from any two courses from PEH 113 - PEH 148.

Science Requirements

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

Social and Behavioral Science Requirements

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

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

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

General Education

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

Transferring General Education Credits

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

Transfer to Arizona Universities

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

Arizona General Education Curriculum (AGEC) Requirements

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

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

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

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

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

AGEC-A for Liberal Arts Majors

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

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

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6
Mathematics***	1	4
Arts and Humanities	2-3	6-9
Social and Behavioral Sciences*	2-3	6-9
Physical and Biological Science	2	8
Navajo Studies**	3	6
Total Semester Hours:		35-41

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

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

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

AGEC-B for Business Administration Majors

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

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

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

* Mathematics requirements: MTH 191.

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

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

AGEC-S for Mathematics and Science Majors

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

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

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6
Mathematics*	1	3+
Arts and Humanities	2-3	6-9

General Education

Subject Area	# of Courses	# of Semester Credits
Social and Behavioral Sciences**	2-3	6-9
Physical and Biological Sciences***	2	8
Navajo Studies****	2	6
Total Semester Hours:		35-41

Transfer to New Mexico Universities

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

The New Mexico General Education Common Core

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

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

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

Certificate Programs

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

Endorsement Programs

- Art Endorsement
- Math Endorsement

Associate of Applied Science Degrees

- Business Management
- Office Administration

Associate of Arts Degrees

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

Associate of Science Degrees

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

Bachelor of Arts Degrees

- Business Administration
- Diné Studies
- Elementary Education
- Fine Arts with an emphasis in Traditional Painting and Digital Photography
- Psychology

Bachelor of Science Degrees

- Biology
- Public Health
- Secondary Education, Mathematics
- Secondary Education, Science

Certificate Programs

CERTIFICATE PROGRAMS

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

Computer Technology

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

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



Digital Arts

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

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

DA 213 Photographic Image Editing II, DA 215 Web Design II, ENG 180 Technical Writing

*The following Digital Art courses may be used as electives for the A.A. degree in Fine Arts:

DA 112 Computer Illustration I; DA 113 Photographic Image Editing I, DA 212 Computer Illustration II; DA 213 Photographic Imaging II.

Program Requirements	Credits
ENG 085 Communication Workshop II	3
MTH 096 or MTH 106	3-4
*DA 109 Introduction to the Mac	1
*Students may opt to test out of this class	
DA 110 Introduction to Graphic Arts	3
DA 111 Page Design I	3
DA 112 Computer Illustration I	3
DA 113 Photographic Image Editing I (cross listed with FA 181)	3
DA 211 Page Design II	3
DA 212 Computer Illustration II	3
DA 115 Web Design I	3
DA 220 Digital Portfolio	2
Electives: Optional, not required. DA 213; DA 215; or ENG 180	3
Program Credits:	29-34

Certificate Programs

Geographic Information System

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

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

Irrigation Technician

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

Program Requirements	Credits
Semester I	
ENG 101 Freshman English	3
ENV 123 Introduction to Physical Hydrology	3
Choose a Navajo Language Course based on placement test: NAV 101 , NAV 102 or NAV 201; NAV 202; NAV 211	3-4
Choose a Science Course: BIO 100 Biology Concepts or ENV 101 Introduction to Environmental Science	4
Semester II	
MTH 106 Survey on College Mathematics - The Art of Math or MTH 110 College Algebra	3-4
ENV 216 Irrigation and Drainage	3
ENV 225 Principles of Agroecology	4
ENV 110 Introduction to Soils/Lab	4
ENV 103 Introduction Cartography/GPS/GIS	1
Program Credits:	28-30

Navajo Nation Leadership

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

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

Natural Resource

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

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

Program Requirements	Credits
AGR 103 Conservative Planning	4
AGR 110 Monitoring/Assessment and Rangeland	4
BIO 184 Plant Biology	4
ENG 181 Technical Writing	3
ENV 110 Introduction to Soils/Lab	4
NIS 160 Navajo Agriculture History to Present	3
BIO 100 Biology Concepts or BIO 181 General Biology	4
ENV 101 Introduction Environmental Science or GLG 101 Indigenous Physical Geology	4
Program Credits:	30

Certificate Programs

Navajo Cultural Arts

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

Program Requirements	Credits
Semester I	
NIS 129 Navajo Cultural Arts Selling Practice	3
Emphasis (Choose One) - 3 hours	
NIS 101 Navajo Pottery	
NIS 103 Navajo Basketry	3
NIS 105 Navajo Rug Weaving	
NIS 107 Navajo Moccasin Making	
NIS 108 Navajo Silversmithing	
Semester II	
NIS 134 Navajo Cultural Arts and Philosophy	3
NIS 185 Navajo Cultural Arts Business System	3
NIS 198 Navajo Cultural Arts Practicum II	3
Emphasis (Choose One) - 3 hours	
NIS 201 Navajo Pottery/Ceremonial Pipes	
NIS 203 Advanced Navajo Basket Making	
NIS 205 Advanced Navajo Rug Weaving	3
NIS 206 Navajo Sash Belt/Ceremonial Stocking	
NIS 207 Advanced Navajo Moccasin Making	
NIS 208 Advanced Navajo Silversmithing	
NIS 209 Navajo Horse Hair Braiding	
Program Credits:	24

Public Health

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

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

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

Endorsement Programs

Art Endorsement

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

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

Math Endorsement

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

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

Degree Programs

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS

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

Business Management (A.A.S.)

This program provides students with business skills for entry-level positions and for starting and managing their own small businesses. It enables students to pursue further business studies and to apply business and organizational skills in their personal lives. The program features the practical, "real world" application of business concepts to challenges facing Navajos.

General Education Requirements	Credits
Communications ENG 085 and 101 or ENG 101 and 102	6
Mathematics MTH 100 Intermediate Algebra	4
One NAV course, based on placement test: NAV 101, 102, 201, 202 or 211	3-4
NIS 111 Foundation of Navajo Culture	3
NIS 221 Navajo History to Present	3
Physical Education/ Health Education PEH 122 or HEE 110, 111, 112 (3 credits) or choose from any two courses of PEH 113 through 148	2-3
General Education Credits:	21-23

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

Degree Earned	Credits
General Education	21-23
Program Requirements	45
Total Credits Earned:	66-68

Office Administration (A.A.S.)

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

General Education Requirements	Credits
Communications ENG 085 and 101 or ENG 101 and 102	6
Mathematics (fulfilled in program requirement with BUS 142)	
One NAV course, based on placement test: NAV 101, 102, 201, 202 or 211	3-4
NIS 111 Foundation of Navajo Culture	3
NIS 221 Navajo History to Present	3
Physical Education/ Health Education PEH 122 or HEE 110, 111, 112 (3 credits) or choose from any two courses of PEH 113 through 148	2-3
General Education Credits:	17-19

Program Requirements	Credits
ACC 100 Fundamentals of Accounting	3
BUS 111 Keyboarding	3
BUS 121 Records Management	3
BUS 124 Office Procedures	3
BUS 141 Introduction to Business	3
BUS 142 Business Math	3
BUS 143 Business English	3
BUS 180 Computers in Business	3
BUS 211 Business Internship	3
BUS 214 Word Processing I	3
BUS 216 Word Processing II	3
BUS 218 Spreadsheet for Business	3
BUS 240 Personal Finance	3
BUS 243 Business Communications	3
MGT 140 Human Relations	3
MKT 140 Customer Relations and Service	3
Program Credits:	48

Degree Earned	Credits
General Education	17-19
Programs Requirements	48
Total Credits Earned:	65-67

Degree Programs

ASSOCIATE OF ARTS DEGREE PROGRAMS

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

Business Administration (A.A.)

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

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

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

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

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

Degree Earned	Credits
General Education	41-43
Program Requirements	24
Total Credits Earned:	65-67

Computer Information Systems (A.A.)

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.

*MTH 110 College Algebra is the required math course to complete the A.A. in Computer Information System degree program.

**MTH 191 Calculus I is required for the AGEC-B in Arizona.

*ECO 200 Principles of Macroeconomics is a required course to complete the A.A. Computer Information System degree program.

The ECO 200 course MUST be completed under the General Education requirements for Social & Behavioral Sciences.

AZ Program Requirements	Credits
ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3
BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business	3
BUS 270 Quantitative Methods in Business	3
CIS 111 Introduction to Computers	3
CIS 155 Introduction to Programming	3
CIS 210 Systems Analysis and Design	3
ECO 201 Principles of Microeconomic	3
MTH 191 Calculus I	4
Program Credits:	31

NM Program Requirements	Credits
ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3
BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business	3
CIS 111 Introduction to Computers	3
CIS 155 Introduction to Programming	3
CIS 210 Systems Analysis and Design	3
COM 121 Speech Communications	3
ECO 201 Principles of Microeconomic	3
Program Credits:	27

Degree Earned	Credits
General Education	41-43
Program Requirements	27 or 31
Total Credits Earned:	68-74

Degree Programs

Diné Studies (A.A.)

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

Program Requirements	Credits
NAV 212 Navajo Literacy and Grammar II	3
NIS 220 Navajo Oral History	3
NIS 225/ANT 225 Indians of the U.S & North America	3
NIS 226/POS 226 Navajo Nation Government	3
EMPHASIS: Must take a total of 3 Courses from the following list for a total of 9 credits of program emphasis. Courses used to fulfill electives below may NOT be used to fulfill General Education or Dine Studies Core Program Requirements.	
Navajo Language (NAV) course(s):	
NAV 231 Medical Terminology of the Navajo	9
NAV 240 Navajo Public Speaking	
NAV 289 Navajo Linguistics	
or	
Navajo and Indian Studies (NIS) course(s)	
NIS 222 Contemporary Indian Affairs	9
NIS 261 Navajo Oral Tradition and Styles	
NIS 294 Diné Education Philosophy I	
Program Credits:	22
Include Electives	Credits
Diné Cultural Arts (NIS) Course(s): No more than 2 courses from: NIS 101; NIS 103; NIS 105; NIS 107; NIS 108; NIS 150; NIS 160; NIS 205; NIS 208	0-6
Degree Earned	Credits
General Education	40-43
Program Requirements	22
Total Credits Earned:	64-65



Degree Programs

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

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

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

Degree Programs

Early Childhood Education (A.A.)

The Early Childhood Education program prepares teacher candidates for employment in early childhood context, and for successful participation in higher-level academic programs. General Education program requirements can be found on page 45. IMPORTANT: To fulfill the General Education Communications requirements, students are provided the following options:

ENG 101, or NAV 212

ENG 102, or NAV 389

Program Requirements	Credits
ECE 108 Field Experience: Birth to Preschool	4
ECE 110 Field Experience: K-3rd grade	4
ECE 111 Introduction Early Childhood Education	3
ECE 116 Lang, Literacy, & Cognitive Development	3
ECE 220 Creative Arts for Young Children	3
ECE 225 Child Growth and Development	3
ECE 235 K'ée, Ádaa' Ákohwiindzin, Social Development, and Community	3
ECE 245 Wellness and Special Needs for Young Children	4
Program Credits:	27

Degree Earned	Credits
General Education	40-43
Program Requirements	27
Total Credits Earned:	67-70

Education (A.A.)

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

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

Degree Earned	Credits
General Education	40-43
Program Requirements	24
Total Credits Earned:	64-67

Liberal Arts (A.A.)

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

Program Requirements	Credits
Literature Choice of two ENG 231, 233, 234, 236, 238	6
Communication: COM 121 Speech Communication	3
Humanities Choice of one (1) from Any 200 level of (ARH) Art History; (ENG) English; (FA) Fine Art; (HUM) Humanities; and one from: ARH 211; ARH 213; ARH 214; HUM 221; HUM 250	6
Creative Arts Choice of one (1) from ENG 208, ENG 212, ENG 213, FA 215, FA 221, FA 231, FA 245, FA 290, NIS 205, NIS 208	3
Social Science Choice of two (2) from ANT 210, ANT 225, ANT 265, HST 201, HST 202, HST 234, HST 245, HST 256, PSY 215, PSY 240, PSY 250; SOC 215, SOC 230, SOC 275	6
Diné Studies Choice of one (1) from NIS 220, 226, 371	3
Program Credits:	27

Degree Earned	Credits
General Education	40-43
Program Requirements	27
Total Credits Earned:	67-70

Social and Behavioral Sciences (A.A.)

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

Program Requirements	Credits
Choice of Six (6) from Any ANT, HST, POS, PSY, SOC or SWO courses must be distributed among three different disciplines and including (9) nine hours of 200 level work.	18
Electives	9
Program Credits:	27

Degree Earned	Credits
General Education	40-43
Program Requirements	27
Total Credits Earned:	67-70

Degree Programs

Social Work (A.A.)

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

Program Requirements	Credits
SWO 111 Social Work as a Vocation	1
SWO 211 Introduction to Social Work	3
SWO 242 Community Social Service Skills	3
SWO 243 Community Social Services and Culture	3
SWO 250 Client Processing	3
SWO 295 Field Experience I	3
SWO 296 Field Experience II	3
Electives	8
Program Credits:	27

Degree Earned	Credits
General Education	40-43
Program Requirements	27
Total Credits Earned:	67-70



ASSOCIATE OF SCIENCE DEGREE PROGRAMS

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

Agroecology/Environmental Science (A.S.)

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

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

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

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

Degree Programs

Biology (A.S.)

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

Program Requirements	Credits
BIO 182 General Biology II	4
Choice of one (1): (BS Biology program requires CHM 151 and 152 before Junior year)	
CHM 152 General Chemistry II	4
or	
CHM 230 Fundamental Organic Chemistry (BS Biology students take organic in Junior year)	
Choice of two (2):	
MTH 190 Pre-Calculus and	8
MTH 213/PSY 213 Statistics or	
MTH 191 Calculus I	
Biology Electives	4
BIO 184 Plant Biology or higher above	
Program Credits:	20

Degree Earned	Credits
General Education	41-44
Program Requirements	20
Total Credits Earned:	61-64

Environmental Science (A.S.)

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

Program Requirements	Credits
BIO 182 General Biology II	4
ENV 101 Introduction to Environmental Science	4
ENV 105 Climate Change for Tribal Peoples	4
ENV 230 Environmental Sampling and Monitoring	4
Choice of one (1): (Pre-professional students are advised to take CHM 151-152)	
CHM 152 General Chemistry II	4
or	
GLG 102 Historical Geology	
Choice of one (1):	
MTH 190 Pre-Calculus or	4
MTH 213 Statistics (AGEC-S block for Math and Science majors requires MTH 191)	
Option: Must choose one (1):	
BIO 184 Plant Biology or	4
CHM 230 Fundamental Organic Chemistry	
Program Credits:	28

Degree Earned	Credits
General Education	41-43
Program Requirements	28
Total Credits Earned:	69-71

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

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

Program Requirements	Credits
Choice of two (2):	
CHM 152 General Chemistry II* and	8
BIO 182 General Biology II or	
BIO 205 Microbiology	
Choice of two (2):	
MTH 190 Pre-Calculus* and	8
MTH 213/ PSY 213 Statistics or	
MTH 191 Calculus I	
(BS Biology program requires MTH 190 and either 213 or 191 before junior year)	
PHY 110 Algebra based Physics I	
PHY 111 Algebra based Physics II or	16
PHY 121 Calculus based Physics I PHY 131 Calculus based Physics II and	
CHM 235 Organic Chemistry I CHM 236 Organic Chemistry II	
*The AGECS block for Math and Science majors requires MTH 191	
Program Credits:	32

Degree Earned	Credits
General Education	42-44
Program Requirements	32
Total Credits Earned:	74-76

Degree Programs

Health Occupation (A.S.)

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

Program Requirements	Credits	
BIO 201 Human Anatomy & Physiology I	12	
BIO 202 Human Anatomy & Physiology II		
BIO 205 Microbiology		
Choice of one (1):		
ANT 111 Introduction to Cultural Anthropology or NAV 231 Medical Terminology of the Navajo or SOC 111 Introduction to Sociology	3	
Choice of three (3) or four (4) courses from the following: Select from: BIO 170; BIO 181; BIO 182; BIO 184; BIO 218; BIO 242; MTH 213*; CHM 152; CHM 230; PHY 101; PHY 110; PSY 240*; PUH 111; PUH 141*; PUH 200; PUH 201; PUH 241* Note: BIO 181 and courses with * are recommended for transfer to most nursing programs.		12-15
Program Credits:		27-31

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

Mathematics (A.S.)

Students earning a Mathematics degree receive a foundation in pure mathematics and selected topics in physical sciences or economics. Students are prepared to pursue employment or further studies in mathematics, physics, chemistry, biology, or engineering. **IMPORTANT:** To fulfill the General Education Mathematics Core, students are required to take MTH 110, which is a prerequisite for the MTH 190 Program Requirement. All A.S. degrees require ANY BIO class to fulfill the Science Core.

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

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

Physics (A.S.)

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

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

Program Requirements	Credits	
CHM 151 General Chemistry I	5	
CHM 152 General Chemistry II	4	
CSC 150 Programming Fundamentals	3	
MTH 191 Calculus I	4	
MTH 192 Calculus II	4	
PHY 121 Calculus-based Physics I	4	
PHY 131 Calculus-based Physics II	4	
Program Credits:		28

Degree Earned	Credits	
General Education	41-43	
Program Requirements	28	
Total Credits Earned:		69-71

Pre-Engineering (A.S.)

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

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

Degree Earned	Credits	
General Education	41-43	
Program Requirements	30	
Total Credits Earned:		71-73

Degree Programs

Public Health (A.S.)

This program is designed for health professionals who want to pursue a career in community and population health. It promotes Navajo concepts of health and wellness. This degree provides a solid preparation for entry-level health positions and continuing to the four-year BS in Public Health degree here or at other institutions. The program offers two options: Health Education (Sociocultural) and Environmental Public Health.

Program Requirements	Credits
BIO 205 Microbiology	4
PUH 111 Introduction to Public Health	3
PUH 270 Community Health Assessment and Planning	3
PUH 275 Health Services and Policy	3
Program Credits:	13

Choose Option A or B	Credits
Option A:	
PUH 280 Implementation and Evaluation of Public Health Interventions	3
Electives from the following: EDU 200; BIO 170, 201; PSY 111, 240, 250; SOC 111, 225, 230; PUH 241, 289	
	3
Option B:	
PUH 290 Public Health Research Methods	4
PUH 297 Practicum	3

Choose Specialization Option A or B	Credits
Option A: Health Education (Sociocultural Option)	
HEE 110 Introduction to Wellness	3
HEE 111 Personal and Community Health	3
PUH 200 Principles of Health Education	3
Option B: Environmental Public Health Option	
PUH 201 Principles of Environmental Public Health	3
PUH 202 Uranium and Environmental Health	3
ENV 160 Introduction to Geographic Info System or ENV 101 Introduction to Environmental Science	3-4

Degree Earned	Credits
General Education	41-43
Program Requirements	13
Choose Option A or B	6-7
Specialization	9-10
Total Credits Earned:	69-73

BACHELOR OF ARTS DEGREE PROGRAMS

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

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

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

The program provides courses that will prepare students for further application of Diné areas of knowledge in pursuit of graduate studies. The program gives students the chance to apply the knowledge and skills that they build to real world situations, and identify career paths through internships.

The program is offered full-time at the Tsaille campus. Application deadline is June 1, to allow for admission prior to the Navajo Nation Scholarship Deadline.

Navajo Language Track

Lower Division Requirements	Credits
NIS 220 Navajo Oral History	3
NIS 225/ANT 225 Indians of the U.S. & North America	3
NIS 226/POS 226 Navajo Nation Government	3
NAV 204 or NAV 212	3-4
PSY 290 Research Methods	3
Additional 200 level NAV or NIS course	3
Program Credits:	18-19

Junior Semester I	Credits
NAV 303 Third Level Navajo Immersion I	4
NIS 320 Diné Bina'nitin Values & Ethics	3
MTH/PSY 213 Statistics	4
NAV 315 Navajo Conversion	3
NAV 389 Navajo Linguistics	3
Program Credits:	17

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

Degree Programs

Senior Semester III	Credits
NAV 403 Fourth Level Navajo Immersion I	4
NAV 391 Navajo Descriptive and Narrative Writing	3
NIS 420 Diné Social Systems and Issues	3
NAV 471 Navajo Grammar and Applied Linguistics	3
NAV 490 Navajo Language Master Apprentice Internship	3
Program Credits:	16

Senior Semester IV	Credits
NAV 404 Fourth Level Navajo Immersion II	4
NAV 485 Advanced Navajo Oratory Skills	3
NIS 455 Diné Place-based Knowledge, Geography and Geology	3
NIS 495 Senior Capstone Course	3
Program Credits:	13

Degree Earned	Credits
General Education	41-43
Lower Division Requirements	18-19
Upper Division Requirements	63
Total Credits Earned:	122-125

Diné Studies Track

Lower Division Requirements	Credits
NIS 220 Navajo Oral History	3
NIS 225/ANT 225 Indians of the U.S. & North America	3
NIS 226/POS 226 Navajo Nation Government	3
NAV 204 or NAV 212	3-4
PSY 290 Research Methods	3
Additional 200 level NAV or NIS course	3
Program Credits:	18-19

Junior Semester I	Credits
NIS 315 Diné Critical Thinking and Writing	3
NIS 320 Diné Bina'nitin Values & Ethics	3
NIS 340 Diné Traditional and Contemporary Leadership	3
NIS 350 Diné Spirituality	3
MTH/PSY 213 Statistics	4
Program Credits:	16

Junior Semester II	Credits
NAV 391 Navajo Descriptive & Narrative Writing	3
NIS 360 Diné Economic System	3
NIS 361 Diné Cultural Resource Management	3
NIS 362 Diné Environmental Knowledge and Sustainable Development	3
PSY 413 Advanced Indigenous Research Methods	4
Program Credits:	16

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

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

Degree Earned	Credits
General Education	41-43
Lower Division Requirements	18-19
Upper Division Requirements	62
Total Credits Earned:	121-124

Degree Programs

Bachelor of Arts in Business Administration (B.A)

The Bachelors of Arts in Business is designed to prepare students to take responsible positions in the management of economic growth with more than 500 federally recognized Native American Tribes. The focus of the degree program is Tribal Management and Economic Development.

The 4-year program includes instruction in business management, accounting and financial management, human resources management, economics and business law (Federal, State and Tribal) designed to train students to promote the economic well-being of their respective tribal communities.

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

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

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

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

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

Junior Semester II	Credits
ACC 310 Government and Non-Profit Accounting	3
BUS 340 Technical and Grants Writing	3
BUS 360 Business of Gaming Industry	3
MGT 320 Tribal Governments and Management	3
MGT 350 Human Resources Management	3
Program Credits:	15

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

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

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



Degree Programs

Bachelor of Arts in Elementary Education (B.A)

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

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

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

Admission criteria are as follows:

Completion of an A.A. in Elementary Education (based on the College's 2009-2010 or more recent catalog) or Education (based on the 2012-13 catalog) with a cumulative grade point average of 3.0 or better

Passing score on the NES Elementary subject knowledge subtests I and II (this requirement is being phased in; recent applicants were required to at, a minimum, take the test)

Current Navajo Nation tribal background check;

Current Fingerprint Clearance Card from the state of Arizona

Application with essay (completed at the Center for Diné Teacher Education) and unofficial transcripts;

Personal interview with a BAEE admissions committee

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

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

BAEE Application Process

Step 1: Submit initial application:

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

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

Step 3: Upon acceptance into the program:

- Submit a completed application and required materials for admission to Diné College (if not currently enrolled). For assistance in completing this item, please contact Admissions at (928) 724-6634.
- Submit completed applications for Financial Aid (FAFSA, tribal, etc). For assistance, contact Financial Aid at (928) 724-6738.

Submit a completed application for housing (if planning to live on-campus). For assistance in completing this item, contact Residence Life at (928) 724-6782.

Professional Preparation Coursework

*Candidates may petition to graduate with an A.A. in Education upon completion the of General Education Core and Lower Level Requirements (64-67).

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

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

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

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

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

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

Degree Programs

Junior Semester I	Credits
EDU 345 Understanding Human Development in Schools	3
EDU 352 Methods for Teaching Diné Educational Philosophy in B-12 Schools	3
EDU 353 Diversity in Navajo and American Indian Education	3
EDU 354 Emergent Literacy, Language Learning, and Assessment in Bilingual/ESL Settings	3
EDU 358 Field Experience I	2
Program Credits:	14

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

Senior Semester III	Credits
EDU 474 Bilingual/ESL Writing Methods, Management, and Assessment	3
EDU 475 Methods for Language Diverse Students II	3
EDU 476 SEI/ESL for Linguistically Diverse Learners in Bilingual Settings	3
EDU 477 Integrated Elementary Teaching Methods for Bilingual/ESL Classroom II	3
EDU 478 Field Experience III	2
Program Credits:	14

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

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

Degree Earned	Credits
Lower Division Requirements	64-66
Upper Division Requirements	65-68
Total Credits Earned:	129-132

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

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

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

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

Lower Division Requirements	Credits
FA 106 Color Theory	3
FA 107 3D Design	3
FA 112 2D Design	3
FA 115 Drawing I	3
ARH 211 Survey of Native American Art	3
ARH 213 Survey of World Art, Prehistoric to 1500	3
ARH 214 Survey of World Art, 1500 to Present	3
Program Credits:	21

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

Junior Semester II	Credits
FA 315 Drawing III (Repeat)	3
FA 390 Painting III (Repeat)	3
or	
FA 381 Photography III (Repeat)	3
ARH 413 Contemporary American Indian Masters	3
MKT 240 Marketing	3
Program Credits:	12

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

Degree Programs

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

Degree Earned	Credits
General Education	40-43
Lower Division Requirements	21
Upper Division Requirements	49
Elective	9
Total Credits Earned:	121-122



Bachelor of Arts in Psychology (B.A)

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

The 4-years program includes instruction in Navajo psychology, counseling and clinical psychology, health psychology, psychology and law, social and cultural psychology, developmental, as well as decolonization, resilience, and research in indigenous communities. This program also includes hands-on practical experience through internships, undergraduate research projects, or independent study. Students will become informed about educational and career opportunities and will create a portfolio outlining a post-graduation plan that showcases skills and knowledge. The program is offered on a full-time basis at the Tsaile Campus.

Admission criteria are as follows:

- Completion of an A.A. in Social and Behavior (based on the College's 2015-2016 or more recent catalog). Any other Associate degree will require students to take additional course that meets requirements of Diné College's A.A. in Social and Behavioral Sciences.
- Completion of the following courses
 - PSY 111 Introduction to Psychology
 - PSY 213 Statistics
 - PSY 290 Research Methods
 - ANT 201 Ethnographic Methods
 - ANT 225 or HST 234 or SOC 215 (Indians of the United States and North America, History of Native Americans: Pre-Contact to the Modern Age, Native Americans in American Society)

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

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

Degree Programs

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

Senior Semester III	Credits
PSY 315 Health Psychology	3
PSY 325 Psychology and Law	3
PSY 340 Child and Adolescent Development	3
PSY 350 Cultural Psychology	3
PSY 360 Drug Use and Abuse	3
Program Credits:	15

Senior Semester IV	Credits
PSY 413 Advanced Indigenous Research	4
PSY 497 Independent Study or PSY 498 Undergraduate Research or PSY 499 Fieldwork Experience	4
Program Credits:	8

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

Elective (must be NAV 102 if needed for 200-level Navajo Language Course)	Credits
NAV 102 or other	3

Degree Earned	Credits
General Education	40-43
Lower Division Requirements	23
Upper Division Requirements	58-60
Total Credits Earned:	124-129

BACHELOR OF SCIENCE DEGREE PROGRAMS

Bachelor of Science in Biology (B.S)

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

Two Year Program

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

Four Year BS Biology Program

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

Freshman Semester I	Credits
BIO 181 General Biology I	4
CHM 151 General Chemistry I	5
ENG 101 Freshman English I	3
MTH 110 College Algebra	4
Program Credits:	16

Freshman Semester II	Credits
BIO 182 General Biology II	4
CHM 152 General Chemistry II	4
ENG 102 Freshman English II	3
MTH 213 Statistics	4
Program Credits:	15

Sophomore Semester III	Credits
BIO 201 Human Anatomy & Physiology I	4
or	
BIO 221 Invertebrate Biology I	4
CHM 235 General Organic I	4
or	
Gen. Educ. Course:	3
Gen. Educ. Course:	3
MTH 190 Pre-Calculus	4
Program Credits:	15

Degree Programs

Sophomore Semester IV	Credits
BIO 202 Human Anatomy & Physiology II or BIO 205 Microbiology BIO 222 Invertebrate Biology II or BIO 223 Vertebrate Zoology	14-16
CHM 230 Fundamental Organic Chemistry or CHM 236 General Organic Chemistry II	
MTH 191 Calculus I or Gen Educ Course:	
Program Credits:	
14-16	

Junior Semester I	Credits
BIO 326 Ecology	4
CHM 360 Fundamental Biochemistry	3
PHY 110 Algebra-based Physics I	4
Gen. Educ. Course:	3
Program Credits:	14

Junior Semester II	Credits
BIO 372 Revolutionary Thought in Biology	3
PHY 111 Algebra-based Physics II	4
Gen. Educ. Course:	3
Gen. Educ. Course:	3
Gen. Educ. Course:	3
Program Credits:	16

Senior Semester III	Credits
BIO 305 Writing in Biology	1
BIO 344 Cellular and Molecular Biology	4
BIO 415 Plant Taxonomy	4
BIO 425 Animal Physiology	4
Gen. Educ. Course:	3
Program Credits:	16

Senior Semester IV	Credits
BIO 426 Plants and Climate	3
BIO 435 Evolutionary Biology	3
BIO 498 Senior Seminar	1
BIO 499 Contemporary Developments	3
Gen. Educ. or Elective Course:	3
Gen. Educ. or Elective Course:	3
Program Credits:	16

Degree Earned	Credits
Lower Division Requirements	60-62
Upper Division Requirements	62
Total Credits Earned:	122-124

Bachelor of Science in Public Health (B.S)

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

This degree is offered to all six Diné College campuses via Interactive Television. Individuals may apply at any time of the year and will be considered at the time of application. For those students interested in applying for the Navajo Nation Scholarship, a deadline of June 1st will allow for an admission decision prior to the scholarship deadline.

Lower Division Requirements	Credits
BIO 201 Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II	4
HEE 111 Personal and Community Health	3
MTH 213/PSY 213 Statistics	4
PUH 111 Introduction to Public Health	3
PUH 141 Nutrition of Health or PUH 241 Human Nutrition	3-4
or BIO 205 Microbiology	
PUH 200 Principles of Health Education	3
PUH 270 Community Health Assessment and Planning	3
PUH 280 Implementation & Evaluation of Public Health Intervention	3
Program Credits:	30-31

Junior Semester I	Credits
NIS 371 Navajo Philosophy	3
PUH 170 Medical Terminology	3
PUH 201 Principles of Environmental Public Health	3
PUH 275 Health Services and Policy	3
PUH 395 Introduction to Epidemiology	3
Program Credits:	15

Junior Semester II	Credits
NIS 311 Introduction to Navajo Holistic Healing	3
PUH 300 Health and Human Diseases	3
PUH 350 Global Indigenous Health	3
PUH 391 Seminar in Public Health	3
Program Credits:	12

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

Degree Programs

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

Elective (must be NAV 102 if needed for 200-level Navajo Language Course)	Credits
NAV 102 Navajo as a Second Language II	4

Degree Earned	Credits
General Education	40-43
Lower Division Requirements	30-31
Upper Division Requirements	57
Elective	4
Total Credits Earned:	128-131



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

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

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

Freshman Semester I	Credits
EDU 297 Practicum in Education	1
MTH 213 Statistics	4
MTH 190 Pre-Calculus	4
NAV Language Elective	4
ENG 101 Freshman English I	5
Program Credits:	16

Freshman Semester II	Credits
EDU 240 Introduction to Special Education	3
EDU 352 Methods Teaching Diné Educational Philosophy in B - 12 Schools	3
MTH 191 Calculus I	4
MTH 210 Discrete Mathematics	3
ENG 102 Freshman English II	3
Program Credits:	16

Degree Programs

Sophomore Semester III	Credits
EDU 353 Diversity in Navajo and American Indian Education	3
MTH 192 Calculus II	4
NIS 111 Foundations of Navajo Culture	3
Humanities and Fine Arts Elective	3
CSC 150 Programming Fundamentals	3
Program Credits:	16

Sophomore Semester IV	Credits
EDU 361 Methods for Language Diverse Students I	3
MTH 220 Calculus III	4
MTH 221 Ordinary Different Equations	3
NIS 221 Navajo History to Present	3
HST History Elective	3
Program Credits:	16

Junior Semester I	Credits
EDU 362 Intergrated Teaching Method for Bilingual/ESL Classrooms I	3
MTE 401 Methods for Teaching Secondary School Math I	3
MTH 318 Introduction to Number Theory	3
MTH 225 Elementary Linear Algebra	3
Humanities and Fine Arts Elective	3
Program Credits:	15

Junior Semester II	Credits
EDU 475 Method for Language Diverse Students II	3
MTE 402 Methods if Teaching Secondary School Math II	3
MTH 365 Modern Geometry	3
BIO Life Science Elective with Lab	4
Social Behavioral Science Elective	3
Program Credits:	16

Senior Semester III	Credits
EDU 476 SEI/ESL for Linguistically Divers Learners in Bilingual Settings	3
EDU 477 Intergrated Elementary Teaching Methods for Bilingual/ESL Classroom II	3
MTH 442 History and Philosophy of Math	3
Physical Science Elective with Lab	4
Physical or Health Education Elective	3
Program Credits:	16

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

Degree Earned	Credits
Lower Division Requirements	64
Upper Division Requirements	59
Total Credits Earned:	121-123



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

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

The BS in Secondary Education at Diné College will have two tracks, a math and a science track. The Science Track is designed as a four-year curriculum for students entering as freshmen. Students entering as sophomores or juniors will want to make sure the fundamental requirements for the program are met: BIO 181/182, CHM 151/152, CHM 235, PHY 110; MTH 190 (pre-calculus) and MTH 213 (statistics), or MTH 191 (calculus).

Four Year BS Secondary Education, Science Track:

This curriculum for entering freshmen includes all biology, math and science support, and general education requirements. In the summer preceding first year it is recommend a student take MTH 096 and/or 100, tested out of or passed prior or MTH 110. This program follows Northern Arizona University (NAU) standards in Secondary Education in Biology with a few exceptions. Outcomes align with Standards from the Council for the Accreditation of Educator Preparation, the National Science Teachers Association, and the Interstate New Teacher Assessment and Support Consortium.

Degree Programs

Freshman Semester I	Credits
BIO 181 General Biology I	4
CHM 151 General Chemistry I	5
ENG 101 Freshman English I	3
MTH 110 College Algebra	4
EDU 297 Practicum in Education	1
Program Credits:	17

Freshman Semester II	Credits
BIO 182 General Biology II	4
CHM 152 General Chemistry II	4
ENG 102 Freshman English II	3
EDU 352 Methods Teaching Diné Educational Philosophy in B - 12 School	3
EDU 240 Introduction to Special Education	3
Program Credits:	17

Sophomore Semester III	Credits
NIS 111 Foundation of Navajo Culture	3
Humanity & Fine Arts Gen. Edu.	3
MTH 190 Pre-Calculus	4
GLG 101 Indigenous Physical Geology	4
EDU 353 Diversity in Navajo and American Indian Education	3
Program Credits:	17

Sophomore Semester IV	Credits
NIS 221 Navajo History to Present	3
BIO 223 Vertebrate Zoology	4
NAV Language Elective	4
HST History Elective	3
EDU 361 Methods for Language Diverse Students I	3
Program Credits:	17

Junior Semester I	Credits
BIO 305 Writing in Biology	1
BIO 326 Ecology	4
MTH 213 Statistics or MTH 191 Calculus I	4
PHY 110 Algebra-based Physics I	4
EDU 362 Integrated Teaching Methods for Bilingual/ESL Classroom I	3
Program Credits:	16

Junior Semester II	Credits
BIO 435 Evolution Biology	3
BIO 372 Revolutionary Thought in Biology	3
EDU 475 Methods for Language Diverse Students II	3
CHM 230 Fundamental of Organic Chemistry	4

Junior Semester II	Credits
Social and Behavior Science General Education Recommend PSY 111	3
Program Credits:	16

Senior Semester III	Credits
BIO 344 Cellular and Molecular Biology	4
BIO 415 Plant Taxonomy	4
EDU 476 SEI/ESL for Linguistically Diverse Learners in Bilingual Settings	3
EDU 477 Integrated Elementary Teaching Methods II	3
Physical or Health Education General Education	3
Program Credits:	17

Senior Semester IV	Credits
EDU 498 Student Teaching	8
EDU 499 Diné Education Seminar	2
EDU 496 School Law	2
Humanities and Fine Arts General Education	3
Program Credits:	15

Degree Earned	Credits
Lower Division Requirements	68
Upper Division Requirements	64
Total Credits Earned:	132

Course Descriptions

Course Title and Prefix Code

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

ACCOUNTING (ACC)

ACC 100 Fundamentals of Accounting (3)

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

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

ACC 200 Financial Accounting (3)

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

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

ACC 201 Managerial Accounting (3)

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

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

ACC 310 Government and Non-Profit Accounting (3)

Prerequisite: Minimum grade of 'C' in ACC 201, 350.

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

ACC 350 Finance (3)

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

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

AGRICULTURE (AGR)

AGR 103 Conservation Planning (4)

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

AGR 105 Introduction to Animal Science (4)

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

AGR 110 Monitoring/Assessments and Rangeland Management (4)

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

AGR 220 Equine Management (4)

The Equine Management course will provide student knowledge of the basic skills needed to maintain the overall health and upkeep of horses. Students will be introduced to safe handling practices, basic grooming techniques, deworming and vaccinations practices, as well as nutrition. This class will integrate the Diné cultural significance of the horse for students to learn about philosophical importance of the horse within the Diné culture.

Course Descriptions

ANTHROPOLOGY (ANT)

ANT 111 Introduction to Cultural Anthropology (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ANT 112 Physical Anthropology (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ANT 201 Ethnographic Methods (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ANT 210 Ancient Societies in Prehistoric Times (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

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

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

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

ANT 250 Principles of Archaeology (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ANT 265 Archaeology of the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ART EDUCATION (ARE)

ARE 228 Elementary Art Methods and Curriculum Development (3)

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

ARE 229 Secondary Art Methods and Curriculum Development (3)

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

ART HISTORY (ARH)

ARH 110 Art Appreciation (3)

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

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

ARH 211 Survey of Native American Art (3)

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

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

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

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

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

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

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

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

ARH 215 History of Graphic Design (3)

Prerequisites: DA 110, ENG 101, and 102.

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

ARH 313 Contemporary Issues in Art (3)

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

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

ARH 361 Twentieth-Century and Contemporary Native (3)

Prerequisite: ARH 214.

This course covers twentieth-century and contemporary Native American Art. Readings are paired with examination of artworks and discussion of their contexts of production and reception. The course is taught as lecture and discussion. The professor will provide students with discussion questions that will guide their reading and serve as the focus of class discussions. Students will be expected to complete all readings before the day on which they are listed on the syllabus and come to class prepared to discuss them. Tests and writing assignments develop effective writing skills and group presentations develop their ability to communicate orally. Students are given a map quiz, a mid-term essay exam and a comprehensive final essay exam. In addition, ten two-page weekly papers demonstrating an understanding and ability to articulate the content of the assigned readings are required.

ARH 413 Contemporary American Indian Masters (3)

Prerequisites: All core art history courses, ARH 313.

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

Course Descriptions

ASTRONOMY (AST)

AST 100 Fundamentals of Astronomy (4)

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

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

BIOLOGY (BIO)

BIO 100 Biology Concepts (4)

Prerequisite: ENG 085.

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

BIO 156 Introduction Biology for Allied Health (4)

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

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

BIO 160 Introduction to Human Anatomy and Physiology (4)

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

BIO 165 Cancer Prevention and Control (3)

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

BIO 170/PUH 170 Medical Terminology (3)

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

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

BIO 181 General Biology I (4)

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

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

BIO 182 General Biology II (4)

Prerequisite: BIO 181 or instructor's permission.

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

BIO 184 Plant Biology (4)

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

BIO 201 Human Anatomy and Physiology I (4)

Prerequisite: BIO 181.

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

BIO 202 Human Anatomy and Physiology II (4)

Prerequisite: BIO 181, 201.

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

BIO 221 Invertebrate Biology I (4)

Prerequisite: BIO 181.

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

BIO 222 Invertebrate Biology II (4)

Prerequisite: BIO 181.

This is part two of a two semester sequence and involves the survey of Phyla Annelida through Arthropoda by using selected taxa to illustrate concepts in evolution, systematics, physiology, morphology, life history, ecology and behavior. Lectures will be focusing on organizing and interpreting information about invertebrate organisms in order to illustrate the following: Evolutionary relationships within and between taxa as well as adaptations that allow species to inhabit specific habitats. Laboratories will supply reserved examples of taxa.

BIO 296 Scientific Research Seminar (1)

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

BIO 305 Writing in Biology (1)

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

BIO 320 Human Pathophysiology (3)

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

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

BIO 326 Ecology (4)

Prerequisite: BIO 181 and 182.

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

BIO 340 General Genetics (4)

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

One semester of college-level chemistry is recommended. Students will survey mechanisms of inheritance (Mendelian and non-Mendelian) and modern molecular genetics, including regulation of transcription and translation, introduction to genomes, understanding the basics of gene transmission, mutation, expression, and regulation,

Course Descriptions

and extra nuclear genomes of mitochondria. This course meets for three hours lecture and three hours laboratory per week. Laboratory sessions include utilization of techniques of both classical genetics (with plants, fungi, and invertebrates) and contemporary molecular genetics.

BIO 344 Cellular and Molecular Biology (4)

Prerequisite: BIO 181, CHEM 152.

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

BIO 351 Developmental Biology (3)

Prerequisites: BIO 182, 34; (can be Co-requisite).

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

BIO 365 Writing in the Biological Sciences (3)

Co-requisite: BIO 326.

Prerequisites: BIO 182.

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

BIO 370 Vertebrate Zoology (4)

Prerequisite: Minimum grade of 'C' in BIO 181 or Co-requisite BIO 326 or 223

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

BIO 372 Revolutionary Thought in Biology (3)

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

BIO 385 Comparative Invertebrate Zoology (4)

Prerequisite: BIO 181.

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

BIO 408 Field Work Experience (1-12)

Pass/Fail; no repeat limit.

Supervised field experience in an appropriate agency or organization.

BIO 415 Plant Taxonomy (4)

Prerequisite: BIO 182.

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

BIO 425 Animal Physiology (4)

Prerequisite: BIO 344.

This course examines the function and integration of animal tissue organs, and organ systems in the maintenance of homeostasis. Lab

experience in the study of animal tissues, organs and organ systems. Special emphasis on physiological responses and adaptations to environmental extremes, southwestern animal adaptations with application to human adaptations. Three hours of lecture and three hours of laboratory.

BIO 426 Plants and Climate (3)

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

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

BIO 435 Evolutionary Biology (3)

Prerequisite: BIO 182.

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

BIO 485 Undergraduate Research (1-6)

Prerequisite: Pass/Fail or letter grade; repeat up to 12 units.

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

BIO 497 Independent Study (1-6)

Prerequisite: Pass/Fail or letter grade; no repeat limit.

Individualized approach to select topics by guided reading and critical evaluation.

BIO 498 Senior Seminar (1)

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

BIO 499 Contemporary Developments (1-3)

No repeat limit.

This course examines recent trends and investigations in a selected area of a major field of study. Letter grade only. No repeat limit.

BIO 573 Field Ecology (4)

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

BUSINESS AND OFFICE ADMINISTRATION (BUS)

BUS 111 Keyboarding (3)

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

BUS 121 Records Management (3)

Prerequisite: ENG 075, BUS 124, 141, 143.

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

BUS 124 Office Procedures (3)

Prerequisite: BUS 111, ENG 072.

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

BUS 141 Introduction to Business (3)

Prerequisite: ENG 075.

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

Course Descriptions

BUS 142 Business Math (3)

Prerequisite: MTH 096, ENG 075.

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

BUS 143 Business English (3)

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

BUS 180 Computers in Business (3)

Prerequisite: Basic keyboarding skills.

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

BUS 204 Business Law (3)

Prerequisite: ENG 075.

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

BUS 211 Business Internship (3)

Prerequisite: Must have successfully completed 45+ credit hours.

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

BUS 214 Word Processing I (3)

Prerequisite: Minimum grade of 'C' in BUS 111, ENG 072.

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

BUS 216 Word Processing II (3)

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

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

BUS 218 Spreadsheets for Business (3)

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

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

BUS 240 Personal Finance (3)

Prerequisite: BUS 142, ACC 100.

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

BUS 243 Business Communications (3)

Prerequisite: ENG 075, 085.

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

BUS 265 Statistical Analysis for Business (3)

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

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

BUS 270 Quantitative Methods in Business (3)

Prerequisites: MTH 110, BUS 265, ACC 201.

Business applications of quantitative optimization methods in oper-

ations management decisions. One-hour laboratory required.

BUS 340 Technical and Grant Writing (3)

Prerequisite: ACC 201, BUS 204.

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

BUS 350 Business Professional Ethic (3)

Prerequisite: BUS 204, CIS 111, COM 121.

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

BUS 360 Business of Gaming Industry (3)

Prerequisite: ACC 201, BUS 204.

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

BUS 420 Public Relations (3)

Prerequisite: MKT 240, BUS 350.

This course covers strategic issues and effective practices of communication between organizations and their constituencies. The coursework includes the study of public opinion research, media relations, public communication campaigns, consumer identity, and representational ethics. Students gain practical experience in writing news releases, conducting surveys, and designing integrated campaigns.

BUS 460 Tribal and Federal Laws (3)

Prerequisite: MGT 320, BUS 204.

This course will examine the relationship between the Federal Government and Tribes deriving from Federal and state law. Students will also study the composition and jurisdiction of the different levels of courts having jurisdiction over the tribal territories and other tribal issues resulting from the legal relationship between the Federal Government and Tribes.

BUS 485 Policy Development & Analysis (3)

Prerequisites: MGT 350, BUS 460, 420.

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

CHEMISTRY (CHM)

CHM 130 Fundamental Chemistry (4)

Prerequisite: ENG 075, 085, and MTH 096.

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

CHM 151 General Chemistry I (5)

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

The first semester of this two-semester sequence presents fundamental concepts of chemistry with an emphasis on theoretical

Course Descriptions

and physical principles; atomic and molecular structure and theory; principles of chemical bonding, and their impact on the properties of gases, liquids, and solids. Laboratory experiments illustrate chemical principles, some of which are quantitative in nature, involving titrimetric and gravimetric methods. Instrumentation in this class includes use of the spectrophotometer. This course meets for four hours lecture and three hours laboratory per week.

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

CHM 152 General Chemistry II (4)

Prerequisite: CHM 151 or equivalent.

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

CHM 300 Fundamental Organic Chemistry (4)

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

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

CHM 301 General Organic Chemistry I (5)

Prerequisite: CHM 152 or instructor's permission.

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

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

CHM 302 General Organic Chemistry II (4)

Prerequisite: CHM 301.

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

CHM 360 Fundamental Biochemistry (3)

Prerequisite: BIO 181 and CHM 230 or 235.

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

COMMUNICATION (COM)

COM 121 Speech Communication (3)

Prerequisite: ENG 075, 101.

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

COMPUTER INFORMATION SYSTEM (CIS)

CIS 111 Introduction to Computers (3)

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

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

CIS 155 Introduction to Programming (3)

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

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

One-hour laboratory required.

CIS 210 Systems Analysis and Design (3)

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

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

COMPUTER SCIENCE (CSC)

CSC 110 Introduction to Computer Technology (3)

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

CSC 140 Hardware Fundamentals (3)

Introduction to electronics as it applies to computers. Theory of computer hardware and how programs are implemented in that hardware. Practical skills of maintaining, upgrading, and Building computers. Three hours lecture and two hours laboratory per week.

CSC 150 Programming Fundamentals (3)

Co-requisite: MTH 100.

An introduction to computers programming in computer science. The course takes a balanced approach using object oriented programming style to teaching programming paradigms, principles, and the language mechanisms while focusing on language constructs and programming skills. Lectures and labs are designed to improve critical thinking skills, communications, and problem-solving capabilities. Topics include file management, branching iteration, data types, functions, and arrays. Since computer programming involves computational modes of thing, it will help to have mathematical skills and logical aptitude.

CSC 170 Web Programming Fundamentals (4)

Co-requisite: ENG 085.

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

CSC 190 OS Fundamentals (3)

Co-requisite: CSC 150 or 170.

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

CSC 200 Object-Oriented Programming (3)

Prerequisite: CSC 150.

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

CSC 240 Network Fundamentals (4)

Prerequisite: CSC 150 or 170.

Introduction to the fundamentals of computer networking. History of networking. Network standards and protocols. The OSI and TCP/IP reference models. Practical examples of Ethernet LANs and IP routing. Network monitoring and management. Common network

Course Descriptions

services. Wireless networks. Three hours lecture and two hours laboratory per week.

CSC 295 Internship or Practicum (3)

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

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

DIGITAL ARTS (DA)

DA 109 Introduction to the Mac (1)

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

DA 110 Introduction to Graphic Arts (3)

Introduction to principles of good design, and processes of commercial art, including layout, typography, illustration. Topics include raster and vector graphics, file formats, color, resolution, and practice design projects. Two hours lecture and three hours laboratory per week.

DA 111 Page Design I (3)

An introduction to page layout. Students will learn the basic tools and techniques of the Adobe program, in Design. Students will also learn formatting, editing and linking text blocks, and importing text and graphics from other applications. In-class exercises emphasize the basic principles of typography and page layout and design. Students will complete finished page layout projects. Two hours lecture, three laboratory per week.

DA 112 Computer Illustration I (3)

Introductory course in digital illustration, using the program, Adobe Illustrator. Students will learn Design principles in commercial illustration. Also learn tools and techniques, such as geometric and free form drawing tools, transformation tools, path editing, paint and type tools, and printing output. Students will complete finished digital drawing projects. Two hours lecture, three laboratory per week.

DA 113 Photographic Image Editing I (3)

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

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

DA 115 Web Design I (3)

Prerequisite: DA 110, 111, 112, 113.

Introductory course in web design, using the program, Dreamweaver and HTML. Students will learn Web Design principles and setting up the workspace, using type and graphics, links, tables, and uploading. Two hours lecture and three hours laboratory per week.

DA 211 Page Design II (3)

Prerequisite: DA 111.

An intermediate course in page layout. Students will learn theory and continue using the tools and techniques of the Adobe program, in Design. In-class exercises emphasize the basic principles of typography and page layout. Two hour lecture and three hours laboratory per week.

DA 212 Computer Illustration II (3)

Prerequisite: DA 112.

Intermediate course in digital illustration, using the program, Adobe Illustrator. Students will learn Design principles in commercial illustration. Also continue working with tools and techniques, such as geometric and free form drawing tools, color controls, and gradients. Students will complete finished digital drawing projects and create a portfolio. Two hours lecture, three hours laboratory per week.

DA 213 Photographic Image Editing II (3)

Prerequisite: DA 113 or FA 181.

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

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

DA 215 Web Design II (3)

Prerequisite: DA 115.

Intermediate course in web design, using the program, Dreamweaver and HTML. Students will continue exploring Web Design principles and techniques. Work on setting up the website, links, table, and uploading. Two hour lecture and three hours laboratory per week.

DA 216 Typography (3)

Prerequisites: DA 110, 111, 112 and 115.

Examination of advanced typographic design. Study of letterforms, history, layout design and digital technology. Design problems will be assigned to investigate fundamental aspects of typography (organization; proportion; composition; space; texture; rhythm and meaning). Two hours lecture and three hours laboratory per week.

DA 220 Digital Portfolio (2)

Prerequisite: Capstone course. Must have completed - or be concurrently enrolled in - all DA courses. Must be taken during the student's last semester. Students will create a final portfolio: physical and electronic, that shows exemplary skills in page layout, computer illustration, digital image editing, and web design. One-hour lecture and three laboratory hours per week.

DA 323 Graphic Design Studio III (3)

Prerequisites: DA 110, 111, 112 and 115.

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

DA 423 Graphic Design Studio IV (3)

Prerequisites: ARH 215, DA, 211, 212, 215, 216, and 323.

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

EARLY CHILDHOOD EDUCATION (ECE)

ECE 108 Field Experience: Birth-Preschool (4)

Prerequisite: ECE 111 and another ECE program core course.

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

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

Prerequisite: ECE 111 and another ECE program core course.

This course is designed to assist candidates in applying content from ECE coursework to the daily experience of teaching in a K-3 setting. Candidates are expected to apply theory, materials, and research discussed in the coursework, assess applicability, and critique best practices in teaching and learning children in grades K-3. The course can be applied toward specified CDA course work as identified in the "DC-NPC CDA articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 111 Introduction to Early Childhood Education (3)

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

This survey course covers major concepts across basic areas of study in early childhood education. It focuses on curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children from birth through eight years old. The course integrates curriculum across content areas, using home language, experiences, and cultural values. It is taught in Navajo. It can be applied toward all eight CDA Subject Areas. It also counts toward an Arizona ECE endorsement. The course can be applied toward specified CDA course work as identified in the "DC-NPC CDA articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

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

Prerequisite: ECE 111.

This course covers the development of language, literacy, and mental growth in children from birth through eight years old. It focuses on the use of instructional methodologies in language, math, science, and social studies during adult-child interactions, and facilitates dialogue among children so as to develop expressive language and thought. The course develops candidates' knowledge about literacy development, language assessment, and instruments for determining each child's language strengths. It is taught in Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 220 Creative Arts for Young Children (3)

Prerequisite: ECE 111.

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

ECE 225 Child Growth and Development (3)

Prerequisite: ECE 111.

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

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

Prerequisite: ECE 111 or instructor's permission.

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

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

Prerequisite: ECE 111.

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

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

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

ECONOMICS (ECO)

ECO 111 Introduction to Economics (3)

Prerequisite: ENG 101.

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

ECO 200 Principles of Macroeconomics (3)

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

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

ECO 201 Principles of Microeconomics (3)

Prerequisite: MTH 100, ENG 101 or concurrent enrollment.

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

ECO 460 Tribal Economic Issues and Development Strategies (3)

Prerequisite: MGT 420, BUS 460.

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

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resources in the economic development of the Navajo Nation.

EDUCATION (EDU)

EDU 200 Foundations of Education (3)

Prerequisite: ENG 101, NAV 101 or 211.

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

EDU 238 Children and Youth Literature (4)

Prerequisite: ENG 101, NAV 101 or 211.

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

EDU 240 Introduction to Special Education (3)

Prerequisite: ENG 101, NAV 101 or 211.

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

EDU 261 Technology in Education (3)

Prerequisite: ENG 101, NAV 101 or 211.

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

EDU 297 Practicum in Education (1)

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

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

EDU 345 Understanding Human Development in Schools (3)

Prerequisite: Acceptance in the BA Elementary Education Program.

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

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

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

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

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

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

This course surveys theories on Native student learning and empow-

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

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

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

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

EDU 358 Field Experience I (2)

Prerequisite: Acceptance into the BA Elementary Education program.

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

EDU 360 Special Education in Indigenous Classrooms (3)

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

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

EDU 361 Methods for Language Diverse Students I (3)

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

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

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

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

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

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

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

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

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

EDU 378 Field Experience II (2)

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

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

EDU 397 Teacher Licensure Subject Area Test Preparation (3)

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

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

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

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

EDU 475 Methods for Language Diverse Students II (3)

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

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

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

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

This course introduces theories related to teaching children who are learning a second language. The purpose is to prepare teachers to work with children who experience the languages of Navajo and English and must gain competency in both to be a part of their

community and to have options in schooling and when selecting a career. This course examines immersion topics of instructional SEI/ ESL methods and strategies, assessment, feedback, and the contexts in which languages are learned and used. This course follows the curricular framework for Sheltered English Immersion instruction in accordance with the Arizona State Department of Education.

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

Prerequisite: Acceptance into the BA Elementary

Education Program and successful completion of EDU courses 345–378.

This course introduces an in-depth study of the historical, legal, theoretical and sociological foundations of bilingual and ESL programs serving language minority students. It also integrates methods, strategies, and materials for teaching science, math, and social studies in K-8 bilingual/ESL classrooms, while also integrating the Diné Holistic teachings bases on the Sa'ah Naagháí Bik'eh Hózhóón principles; to help pre-service teachers understand how students in K-8 think about ethno-science, ethno-mathematics, and ethno- social studies. This course will be taught using Navajo and Western perspectives by focusing on indigenous and western problem- solving skills and critical bilingual/ESL pedagogy. Students will conduct one full-scale APA Research Paper by defending their topic for final exam. Furthermore, candidates will apply appropriate state, tribal, and common core standards to design inquiry-based, problem/solutions-based, project-based, and/or paced-based lessons with cooperative learning strategies. Students will become familiar with current research in bilingual and ESL instructions and understand how theory can be structured in classroom practice to develop the bilingualism and bi-literacy of all students. This course will be taught using 25% Diné bizaad and 75% English.

EDU 478 Field Experience III (2)

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

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

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

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

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

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

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

EDU 496 School Law (2)

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

This course explores legal actions and theories applied in Navajo Nation schools. The Navajo language, culture, and philosophy are

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integrated and addressed through the course. Pre-service teachers will gain a greater understanding of how to protect the legal rights of students, teachers, and the schools on the Navajo Nation by examining the legal system. There will be discussions of practical guidelines to prevent litigation.

EDU 498 Student Teaching (8)

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

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

EDU 499 Diné Education Seminar (2)

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

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

ENGINEERING (EGR)

EGR 111 Introduction to Engineering (3)

Prerequisite: MTH 100 or equivalent.

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

ENGLISH (ENG)

ENG 072 Foundations of Reading (3)

Prerequisite: Placement test.

This course develops a variety of pre-college reading skills and strategies. The reading selections reflect level-appropriate texts and include topics related to Diné life and culture. (IP grade applicable.)

ENG 075 Advanced Reading (3)

Prerequisite: ENG 072 or placement test.

Through the development of higher-order cognitive skills, this course stresses the importance of textual comprehension and critical reading. An emphasis placed on Native American reading materials. (IP grade applicable.)

ENG 082 Communication Workshop I (3)

Prerequisite: ENG 075 or placement test.

This course develops the students' writing abilities (specifically, the writing of paragraphs), with additional effort focused on grammar, vocabulary building, and mechanical skills. Narrative and descriptive writing are emphasized. (IP grade applicable.)

ENG 085 Communication Workshop II (3)

Prerequisite: Placement test.

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

ENG 101 Freshman English I (3)

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

Emphasizes critical reading and writing 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 131 Reading and Writing for Special Purposes (3)

Prerequisite: ENG 075 and 085.

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

ENG 180 Technical Writing (3)

Prerequisite: ENG 101.

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

ENG 181 Technical Writing for Specific Purposes (3)

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

This course will serve as a footing for academic and professional writing and research skills, and emphasizes a professional context. Areas covered include visual and multimedia communication skills to include assignment such as memorandums, lab reports, annual reports, etc. A guided research paper that weaves in a citation style is required.

ENG 182 Advanced Technical Writing (3)

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

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

ENG 208 Introduction to Creative Writing (3)

Prerequisite: ENG 101.

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

ENG 212 Creative Writing: Poetry (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ENG 213 Creative Writing: Short Fiction (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ENG 231 Introduction to Literature (3)

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

Study of poetry, short stories, drama, essays, and novels from a variety of perspectives. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 233 Introduction to Native American Literature (3)

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

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

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ENG 234 Literature of the Southwest (3)

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

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

ENG 236 Introduction to Diné Literature (3)

Prerequisite: ENG 102 or concurrent enrollment.

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

ENG 238 Introduction Indigenous Literature (3)

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

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

ENG 241 Journalism and Mass Media (3)

Prerequisite: ENG 101.

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

ENG 297 Journalism Practicum (3)

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

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

ENVIRONMENTAL SCIENCE AND TECHNOLOGY (ENV)

ENV 101 Introduction to Environmental Science (4)

Prerequisite: ENG 075, 085, MTH 096.

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

ENV 103 Introduction Cartography/GPS/GIS (1)

Prerequisite: ENG 085, or instructor's approval.

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

ENV 105 Climate Change for Tribal Peoples (4)

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

ENV 110 Introduction to Soils/Lab (4)

Prerequisite: ENV 101.

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

ENV 123 Introduction to Physical Hydrology (3)

Prerequisite: ENG 085.

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

ENV 160 Introduction to Geographic Information System (3)

Prerequisite: MTH 100.

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

ENV 216 Irrigation and Drainage (3)

Prerequisite: ENV 123.

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

ENV 218 Water Resources Technology (4)

Prerequisite: GLG 101 and MTH 110 or above.

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

ENV 225 Principles of Agroecology (4)

Prerequisite: ENV 101 or BIO 182.

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

ENV 230 Environmental Sampling and Monitoring (4)

Prerequisite: BIO 181 or 182.

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

ENV 295 Geographic Information System with Lab (4)

Prerequisite and Co-requisite: ENV 160.

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

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ENV 296 Geodatabases and Spatial Analysis (4)

Prerequisite and Co-requisite: ENV 160.

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

EDUCATIONAL PROFESSIONAL DEVELOPMENT (EPD)

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

Prerequisite: Must hold a current elementary teaching certificate.

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

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

Prerequisite: Must also hold a current elementary teaching certificate.

This course focuses on geometry and measurement in grades K-8. Covers geometric properties, transformation of shapes, and coordinate geometry and measurement. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. And, frames all aspects of geometry and measurement within the context of place-based acquisition and application of math concepts.

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

Prerequisite: Must also hold a current elementary teaching certificate.

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

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

Prerequisite: Must also hold a current elementary teaching certificate.

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

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

Prerequisite: Must also hold a current elementary teaching certificate.

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

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

Prerequisite: Must also hold a current elementary teaching certificate.

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

FINE ARTS (FA)

FA 106 Color Theory (3)

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

FA 107 3D Design (3)

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

FA 112 2D Design (3)

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

FA 115 Drawing I (3)

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

FA 120 Ceramics I (3)

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

FA 121 Photography I (3)

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

FA 131 Sculpture I (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 178 Introduction to Digital Photography (3)

Prerequisite: Computer Literacy.

An introduction to the Digital Camera. Students will learn the technical aspects of the digital camera, including using menus and understanding exposure basics using F-stops, shutter speeds and ISO. Includes an introduction to photographic seeing and the aesthetics of Photography, using the elements and principals of art. Students will download images and build an online portfolio.

Course Descriptions

FA 181 Digital Photography and Image Editing I (3)

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

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

FA 182 Innovative iPhone Photography (3)

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

FA 190 Painting I (3)

Prerequisite: FA 106.

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

FA 215 Drawing II (3)

Prerequisite: FA 115.

A second semester course on drawing as an art medium. Thematic drawing will be emphasized. Two hours lecture and three hours laboratory per week.

FA 221 Photography II (3)

Prerequisite: FA 121 or instructor's permission.

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

FA 281 Digital Photography and Image Editing II (3)

Prerequisite: FA 181.

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

FA 290 Painting II (3)

Prerequisite: FA 190 or equivalent.

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

FA 315 Drawing III (3)

Prerequisites: FA 115, 215 and 315.

A continuing emphasis on thematic drawing and developing a personal style using drawing media. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná and Sihasin as a process for learning. Two hours lecture, three hours of laboratory per week.

FA 381 Photography III (3)

Prerequisite: FA 281.

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

FA 390 Painting III (3)

Prerequisite: FA 290.

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

FA 392 Experimental Painting Techniques (3)

Students will explore personal concepts and experimental techniques in Painting. For further examination of the artistic process and development of professional body of artwork experimental techniques are emphasized. This course will integrate the Diné Holistic teachings in accordance with pedagogical paradigm: Nits áhákees, Nahat'á, liná and Sih hasin , which are processes found in all aspects of nature. Students will understand the self-through the teachings of Naay-ee'ee'ehgo Na'nitin (protection way teachings) and Hozhoojikehgo Na'nitin (blessing way teachings).

FA 415 Advanced Drawing (3)

Prerequisites: FA 115, 215, 315.

Students will explore advanced techniques, material and contemporary issues in drawing. Students are encouraged to initiate their own projects and to develop a personal direction. This course uses Diné epistemology Nits áhákees, Nahat'á, liná and Sih hasin as a process for learning. Two hours lecture, three hours laboratory per week.

FA 445 Life Drawing (3)

Prerequisite: FA 115 and 215.

An introduction to the development of skills in drawing the basic forms and gestures of the human figure. Human anatomy will be emphasized. Two hours lecture and three hours laboratory per week. Course may be repeated for a maximum of six unit(s) or two completion(s).

FA 481 Photography IV (3)

Prerequisite: FA 381.

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

FA 490 Painting IV (3)

Prerequisite: FA 390.

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

FA 491 Capstone (3)

Prerequisite: All core foundation studio arts courses.

A seminar course. This course provides a culminating experiential experience involving a substantive project that demonstrate a synthe-

Course Descriptions

ses of learning to include a broad comprehensive knowledge of the fine art discipline and methodologies. Under a faculty supervision, a work record is maintained as the core documentation for the course. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná and Siihasin as a process for learning. Two hours lecture, three hours of laboratory per week.

FA 494 Senior Project I (4)

Prerequisite: All core foundation studio arts courses.

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

FA 495 Senior Project II (4)

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

A practicum studio art course. This course is a continuation of FA 494, Senior Project I. This course is intended to allow Bachelor of Fine Arts senior students to complete their written thesis from FA 494. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná and Siihasin as a process for learning. Three hours lecture, three hours of laboratory per week.

FA 497 Gallery Exhibition (4)

Prerequisite: All core foundation studio arts courses, FA 495, 496.

A practicum studio art course. Student will work under faculty supervision, plan and participated in a required final senior gallery exhibition. Practical application of experiential learning. A work record is maintained as the core documentation for this course. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná and Siihasin as a process for learning. Three hours lecture, three hours of laboratory per week.

GEOLOGY (GLG)

GLG 101 Indigenous Physical Geology (4)

Prerequisite: ENG 075, 085, and MTH 096.

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

GLG 102 Historical Geology (4)

Prerequisite: GLG 101.

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

GLG 203 Environmental Geology (4)

Prerequisite: GLG 101, CHM 151, and MTH 110 or above.

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

GLG 229 Field and Laboratory Geology for Teachers (3)

Prerequisite: One college-level science course.

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

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

HEALTH EDUCATION (HEE)

HEE 110 Introduction to Wellness (3)

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

HEE 111 Personal and Community Health (3)

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

HEE 112 First Aid/CPR (3)

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

HISTORY (HST)

HST 101 World Civilization I (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HST 102 World Civilization II (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HST 135 American History: Prehistory to 1865 (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HST 136 American History: 1865 to Present (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HST 201 Colonial Latin America (3)

Prerequisite: ENG 101.

This course is a survey of the history and peoples of Latin America beginning with their origins, including European contacts, conquests, and the colonial era, and ending with the struggles for independence. The course emphasizes general education special requirements of intensive writing/critical thinking, and ethnic/race/gender and historical awareness (IW/CI, ER, and HA).

HST 202 Modern Latin America (3)

Prerequisite: ENG 101.

This course is a historical survey of the history and peoples of Latin America from their independence to the present. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

Course Descriptions

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

Prerequisite: ENG 101.

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

HST 245 History of the American West (3)

Prerequisite: ENG 101.

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

HST 256 Southwestern Borderlands (3)

Prerequisite: ENG 101.

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

HST 289 Selected Topics in History (1-3)

Prerequisite: ENG 101 or instructor's permission.

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

HUMANITIES (HUM)

HUM 105 Introduction to Logic and Critical Thinking (3)

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

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

HUM 131 Music Appreciation (3)

No prior music experience necessary.

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

HUM 151 Intercultural Perspectives on the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HUM 152 Film Appreciation (3)

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

HUM 221 Introduction to Philosophy (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HUM 250 The Arts and Society (3)

Prerequisite: ENG 101 or concurrent enrollment.

A comparative study of humanity's need for art and the attempts to create through the visual arts, literature, philosophy, music, and history. Designed to develop an appreciation for and understanding of European and modern American culture as artistic and creative

expression. The student gains insight into the process of creating and understanding meaning through symbols or art.

MANAGEMENT (MGT)

MGT 140 Human Relations (3)

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

MGT 250 Small Business Management (3)

Prerequisite: ACC 100.

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

MGT 320 Tribal Governments and Management (3)

Prerequisite: BUS 204, MGT 360.

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

MGT 330 Tourism and Hospitality Management (3)

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

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

MGT 340 Organizational Behavior (3)

Prerequisite: COM 121, ECO 201.

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

MGT 350 Human Resources Management (3)

Prerequisite: MGT 340, 360.

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

MGT 360 Principles of Management (3)

Prerequisite: MKT 240, ECO 201.

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

MGT 420 Tribal Enterprises and Entrepreneurship (3)

Prerequisite: ECO 201, ACC 310.

This course will examine different types of business enterprises existing in various tribes as the tools for economic development, including Chapter 17 Federal Corporation charter. Students will ex-

Course Descriptions

amine large scale, medium, small and micro business enterprises, tribal and private, operating within the tribal economy. Students will explore strategies to best utilize efficient combination of private and tribal enterprises to promote economic development.

MGT 425 Management Information Systems (3)

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

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

MGT 430 Quality Management (3)

Prerequisite: BUS 265, MGT 340, 360.

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

MGT 440 Project Management (3)

Prerequisite: MGT 340, 360.

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

MGT 450 Strategic Management (3)

Prerequisite: MGT 340, 360.

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

MGT 460 Tribal Leadership Challenges (3)

Prerequisite: BUS 460, MGT 320, 420.

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

MARKETING (MKT)

MKT 140 Customer Relations and Service (3)

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

MKT 240 Marketing (3)

Prerequisites: Business majors - ENG 075, 101; BUS 12 and either ECO 200 or 201. Fine Arts majors – ENG 101.

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

MATHEMATICAL EDUCATION (MTE)

MTE 280 Mathematics for Elementary School Teachers I (3)

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

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

MTE 281 Mathematics for Elementary School Teachers II (3)

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

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

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

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

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

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

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

MTE 442 History and Philosophy of Mathematics (3)

Prerequisite: MTH 220 with a grade of 'C' or better

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

MATHEMATICS (MTH)

MTH 096 Basic Mathematics (4)

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

MTH 100 Intermediate Algebra (4)

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

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

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

Prerequisite: Advisor and instructor's approval.

This course will cover important concepts in MTH 110 and MTH 114, set theory, number system, functions, exponential models, equations, but will not focus on mathematical techniques. This course will emphasize the origin of mathematical ideas and its relation with Navajo philosophy. This course is designed as a replacement of MTH 110 or MTH 114 for non-traditional students and for students whose majors do not require higher mathematical skills and techniques.

MTH 110 College Algebra (4)

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

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

MTH 111 College Trigonometry (3)

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

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

MTH 114 College Mathematics/Quantitative Reasoning (4)

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

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

Course Descriptions

MTH 118 Finite Mathematics (3)

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

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

MTH 190 Pre-Calculus (4)

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

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

MTH 191 Calculus I (4)

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

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

MTH 192 Calculus II (4)

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

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

MTH 210 Discrete Mathematics (3)

Prerequisite: MTH 110 or instructor's permission.

Preparation for students in STEM majors. The course will cover set theory, logic, mappings, integers, induction and recursion, permutations and combinations, algorithms, and basic graph theory.

MTH 213 Statistics (4)

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

Cross listed with PSY 213.

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

MTH 220 Calculus III (4)

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

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

MTH 221 Ordinary Differential Equations (3)

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

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

MTH 225 Elementary Linear Algebra (3)

Prerequisite: MTH 110 or instructor's permission.

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

MTH 251 Calculus for Life Science and Business (4)

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

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

MTH 318 Introduction to Number Theory (3)

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

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

MTH 365 Modern Geometry (3)

Prerequisite: MTH 220 and 225 with a grade of 'C' or better.

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

MUSIC (MUS)

MUS 181 Piano I (2)

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

NAVAJO LANGUAGE (NAV)

NAV 101 Navajo as a Second Language I (4)

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

NAV 102 Navajo as a Second Language II (4)

Prerequisite: NAV 101 or Placement by Exam.

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

NAV 103 First Level Navajo Immersion I (4)

Prerequisite: Placement by Exam.

First semester course, aimed at developing and improving listening comprehension, speaking, reading and writing skills, with an emphasis on a strong foundation of speaking. Meets daily, taught partially, and increasingly through immersion. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 104 First Level Navajo Immersion II (4)

Prerequisites: NAV 103 or 102 or Placement by Exam.

Continuation of NAV 103. This course strengthens and improves listening comprehension, speaking, reading and writing skills, with an emphasis on a strong foundation of speaking. Meets daily, taught primarily in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 140 Introduction to Navajo Public Speaking (3)

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

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

Prerequisite: NAV 102 or Placement by Exam.

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

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

Prerequisite: NAV 201 or Placement by Exam.

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

NAV 203 Second Level Navajo Immersion I (4)

Prerequisites: NAV 104 or 202 or Placement by Exam.

Continuation of NAV 104, this course focuses intermediate level listening comprehension, speaking, reading and writing skills, for increased number of situations. Meets daily, taught primarily in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

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NAV 204 Second Level Navajo Immersion II (4)

Prerequisite: NAV 203.

Continuation of NAV 203, this course strengthens intermediate level listening comprehension, speaking, reading and writing skills, for increased number of situations. Meets daily, taught primarily in Navajo. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

NAV 211 Navajo Literacy I (3)

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

NAV 212 Navajo Literacy and Grammar II (3)

Prerequisite: NAV 211.

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

NAV 231 Medical Terminology of the Navajo (3)

Prerequisite: NAV 101 or 211.

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

NAV 240 Navajo Public Speaking (3)

Prerequisite: NAV 212.

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

NAV 303 Third Level Navajo Immersion I (4)

Prerequisites: NAV 204 or 212.

Continuation of NAV 204, this course develops advanced level listening comprehension, speaking, reading and writing skills, for use in variety of situations. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 304 Third Level Navajo Immersion II (4)

Prerequisite: NAV 303.

Continuation of NAV 303, this course strengthens advanced level listening comprehension, speaking, reading and writing skills, for use in variety of situations. Taught in Navajo. This course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 315 Navajo Conversation (3)

Prerequisites: Concurrent enrollment in, or completion of NAV 303.

This course exposes students to oral Navajo conversation of increasing length and variety, through exercises and projects, for the purpose of building the ability to competently interact with native speakers, and each other, fluidly and with ease. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 350 Teaching Navajo to the Native Speaker (4)

Prerequisite: NAV 301.

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

NAV 351 Teaching Navajo as a Second Language (4)

Prerequisite: NAV 301.

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

schools.

NAV 389 Navajo Linguistics (3)

Prerequisite: Concurrent enrollment or completion of NAV 212.

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

NAV 391 Navajo Descriptive and Narrative Writing (3)

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 403 Fourth Level Navajo Immersion I (4)

Prerequisite: NAV 304.

Continuation of NAV 304, this course expands the advanced language skills of students including complex grammar, structures and contexts. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 404 Fourth Level Navajo Immersion II (4)

Prerequisite: NAV 403.

Continuation of NAV 403, this course further expands the advanced language skills of students including complex patterns, structures and situations to promote higher-level written and oral expression. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 410 Navajo Language Revitalization (3)

Prerequisites: Concurrent enrollment or completion of NAV 304.

In this course students will research and understand challenges and opportunities with the preservation, maintenance and revitalization of the Navajo language through review of current successful initiatives in other indigenous engagement at the family and community level. Students will address Navajo language revitalization involving all ages, and formulate solutions that can be applied in a variety of settings.

NAV 415 Advanced Navajo Conversation (3)

Prerequisite: NAV 315.

This course is a continuation of NAV 314. Students refine advanced interpersonal communication skills through practice of more complex situations on wide range of topics, aimed at building their conversational ability closer to native speakers. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 485 Advanced Navajo Oratory Skills (3)

Prerequisites: Concurrent enrollment or completion of NAV 403.

In this course students develop advanced skills in preparation and delivery of speeches and other oral addresses for a variety of formal and cultural settings. Students will learn to prepare, deliver and evaluate speeches according to purpose. Students will analyze and utilize examples of historical and contemporary oral addresses for the purpose of building oratory skills.

NAV 490 Navajo Language Master-Apprentice Internship (3)

Prerequisite: NAV 403.

This internship course provides intensive language study, application of language skills, and entry-level professional experience to student in the Diné Studies Bachelor of Arts Navajo Language Track. Students will be placed in internships that fit with their professional and personal goals, and that are appropriate to their level of language, at faculty-approved sites. Sites must be able to provide a Navajo language setting for all duties, responsibilities and opportunities.

NAV 471 Navajo Grammar and Applied Linguistics (3)

Prerequisites: NAV 389 and 391.

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

Course Descriptions

NAVAJO AND INDIAN STUDIES (NIS)

NIS 101 Navajo Pottery (3)

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

NIS 102 Chief Manuelito Scholars' Navajo Government (2)

For high-school students only.

This course satisfies the history and government requirement for Chief Manuelito scholarship applicants. Course covers the history of Navajo government from the earliest days, through the changes in local leadership, the Naat'áanii system, headmen, and the emergence of the Navajo Tribal Council in 1868 as well as the discovery of oil and gas, and the need to approve leases. It also provides students with an overview of the relationship between Navajo Nation government and the federal government.

NIS 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 Rug Weaving (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 Navajo Moccasin Making (3)

Series of lectures on the origin, purposes, philosophy and historical development of moccasins. Includes projects in making ankle length moccasins.

NIS 108 Navajo Silversmithing (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 118 Navajo Fundamental Law I (3)

An introductory course to the basic values; which includes Navajo traditional law, customary law, natural law, and common law. This course is taught in Navajo and English.

NIS 120 Introduction to Navajo Leadership and Communication (3)

A study of techniques, styles, genres of Navajo Leadership and Communication. Students will plan and practice by making people feel safe to speak up. Develop effective listening skills, and challenge people to think and lead by example.

NIS 121 Navajo Human Relations (3)

The course will examine basic human relationship skills such as: attitudes, behavior, perceptions, interaction and communication with individuals, community members and other organizations.

NIS 123 Navajo Supervision and Management (3)

This course is a study of the role of a supervisor and managerial functions; leadership, communication, ethical reasoning and human relations skills.

NIS 124 Navajo Governance (3)

The course will provide an overview of Navajo Nation governance in the United States. The course will also examine the relationship with the national government and the rise of the collective national Navajo identity.

NIS 127 Navajo Current Issues and Affair (3)

The course will examine current issues in the Navajo Nation pertaining to Education, Economics, Environment, Health, Politics, and Inter-governmental relations.

NIS 128 Navajo Basic Buckskin/Leather Braiding (3)

This course explores the origin and cultural development of buckskin and leather braiding in Navajo culture. The course includes basic skills in cutting, designing, forming and techniques of buckskin.

NIS 129 Navajo Cultural Arts Selling Practice (3)

The focus of this course is selling authentic Navajo arts and crafts. Find the best venue to sell products: art shows, galleries, Native events, even retail stores/flea-markets. Learn how to approach a gallery, how to create a portfolio, design an effective logo, signature trade stamp and company name. (Navajo Cultural Arts certificate requirement).

NIS 130 Federal, State, County, and Municipal Government (3)

This course examines the principles, procedures, politics, issues, funding and the inter-working of Federal, State, County, and Municipal Government and how it affects the Navajo Nation. The student will analyze political philosophy in diverse context and how it impacts Navajo Nation.

NIS 132 Navajo Cultural Arts Material and Resources (3)

Introduction to appropriate ways to collect, prepare raw material for Navajo traditional arts. Includes field trips to collect raw materials. Series of lectures includes cultural sensitivity and protocol. (Navajo Cultural Arts certificate requirement).

NIS 133 Toastmaster and Parliamentary Procedures (3)

This is an introductory course in parliamentary procedure designed to assist leaders to guide meetings, role and responsibilities of the parliamentarian.

NIS 134 Navajo Cultural Arts and Philosophy (3)

Introduces Navajo culture sensitivity and symbolic significance. Includes Navajo Philosophy on artwork in cultural history, discovering and exploring meaning, and looking at different styles of artwork. (Navajo Cultural Arts certificate requirement).

NIS 135 Navajo Fundamental Law II (3)

Prerequisite: NIS 118.

The course is an intermediate level of the basic values; which includes Navajo traditional law, customary law, natural law, and common law. This course is taught in Navajo and English.

NIS 150 Introduction to Navajo Herbiology (3)

Examines concepts fundamental to the Navajo use of herbs in environmental and ceremonial contexts. Instruction in Navajo and English. This course is offered only in the Summer or Fall semester.

NIS 160 Navajo Agricultural History to Present (3)

The Navajo Agricultural History Course will provide student knowledge of historical events that have shaped Navajo agricultural laws, codes and mandates. Student will learn about how agricultural history shaped current policies and laws through a historical timeline from the 16th century (1500-present). The class will integrate both Navajo Nation and United States Agricultural history.

NIS 185 Navajo Cultural Arts Business System (3)

This course explores the origin, philosophy and values of business in the Navajo economic system. An overview of historical Navajo business practice and contemporary development. (Navajo Cultural Arts certificate requirement).

NIS 197 Navajo Cultural Arts Practicum I (3)

This course provides practical (hands-on) learning in the areas of Navajo cultural arts. This first of two practicums, this class entails historical and philosophical applications of Navajo cultural arts through community research. (Navajo Cultural Arts certificate requirement).

NIS 198 Navajo Cultural Arts Practicum II (3)

This course provides practical (hands-on) learning for the Navajo Cultural Arts Certificate students. The second of two practicums, this class includes student dissemination of Navajo cultural arts through community outreach activities and projects. (Navajo Cultural Arts

Course Descriptions

Certificate requirement).

NIS 201 Navajo Pottery/Ceremonial Pipes (3)

An advanced course in making pottery and ceremonial pipes according to the Navajo way of life. It includes history and usage and symbolic interpretation of ceremonial pottery.

NIS 203 Advanced Navajo Basket Making (3)

Advanced course in Navajo basket making. Includes the philosophical, spiritual and ethical significance of the basket. Examines the historical and contemporary elements of design from different regions and periods.

NIS 205 Advanced Navajo Rug Weaving (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 206 Navajo Sash Belt/Ceremonial Stocking (3)

Advanced course in making Navajo sash belt and ceremonial stocking. Includes philosophy, historical development, pattern, spinning and weaving skills.

NIS 207 Advanced Navajo Moccasin Making (3)

An advanced course to design and techniques in Ké Nitsaai and Naat'á Ké/Na'abaah Ké. Includes the philosophy and history of Ké Nitsaai and Naat'á Ké/Na'abaah Ké.

NIS 208 Advanced Navajo Silversmithing (3)

Prerequisite: NIS 108.

Creative design, intermediate skills, and lapidary techniques in silversmithing, including the comparative study of Navajo and American Indian jewelry craftsmanship.

NIS 209 Navajo Horse Hair Braiding (3)

This class prepares students in horsehair braiding. Students get hands-on practical experience working with a wide variety of horsehair braiding. Includes the philosophy and history of horsehair braiding.

NIS 220 Navajo Oral History (3)

Prerequisite: ENG 101 and NIS 111.

Examines Diné oral history and cosmology with an emphasis on ceremonial practices and world creation narratives. May include field trip to Dinétah or other historical sites. This course is offered only in the Fall semester.

NIS 221 Navajo History to Present (3)

Prerequisite: ENG 101.

Examines Diné history beginning with anthropological theories about prehistoric migrations to and acculturation in the Southwest followed by the European contact period and ending with current events. Includes an overview of key aboriginal land settlements, federal Indian laws, court decisions, and other Indian policies within the context of Diné tribal, intertribal, city, county, state, and federal government relations. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI/ERG, and HA).

NIS 222 Contemporary Indian Affairs and Tribal Government (3)

Prerequisite: ENG 101, and NIS 221.

An overview of federal policies and programs since 1776 that have dealt with U.S. Indian Nations. Examines relationships between tribes and national, regional, and local governments, as well as the rise of a new, collective, national, and political Native American identity.

NIS 225 Indians of the United States and North America (3)

Prerequisite: ENG 101 or concurrent enrollment. Cross-listed with ANT 225.

A survey of indigenous groups of the U.S. and Canada, with an emphasis on changing economic and political forces that influence various tribal groups. Discussion of origins, customs, language, arts, and habitats.

NIS 226 Navajo Nation Government (3)

Prerequisite: ENG 101 and NIS 221. Cross-listed with POS 226.

The development of Navajo Nation government, concentrating on its evolution since the 1920s. Examines the legal and political basis of Navajo Nation government, its structure and functions as well as powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal governments. Highlights major contributions of Navajo Nation chairmen and presidents.

NIS 261 Navajo Oral Tradition and Styles (3)

Prerequisite: ENG 101 and NIS 111.

Examines the philosophy and thinking of traditional elders in Navajo society by listening to and analyzing oral styles, including storytelling, oratory, prayers, and lectures. Instruction is in English and Navajo.

NIS 292 Native American Holistic Expression (3)

Examines the basic principles of Native American spiritual life, common philosophies and values, cycles of life, and contemporary ritual practices throughout North America.

NIS 294 Diné Education Philosophy I (3)

Prerequisite: NIS 111.

Introduces teachings of the Diné knowledge and living systems. Relates them to curricula, pedagogy, and academic life in higher education. Advances learning of the basic Diné educational philosophy in both traditional and Western curricula.

NIS 295 Diné Education Philosophy II (3)

Prerequisite: NIS 294.

This course is designed to develop intermediate-level knowledge in using SNBH components to advance student learning.

NIS 311 Introduction to Navajo Holistic Healing (3)

Prerequisite: ENG 101 and NIS 111.

A general discussion of major Navajo ceremonies of the summer and winter seasons according to Navajo teachings. Examines the development and organization of ceremonies with emphasis on their purpose, significance, and procedures. Includes the study of ceremonies from the Hózhóóji (Blessing Ways) and Naayéé jí (Protection Ways). May include field experiences to local traditional healing ceremonies.

NIS 315 Diné Critical Thinking and Writing (3)

This course will integrate critical thinking by emphasizing the importance of developing self-awareness and increasing knowledge of how Diné thinking and behavior impacts feelings, thoughts, and action. The course emphasizes critical thinking and intensive writing (CI/IW).

NIS 320 Diné Bina'nitin Values and Ethics (3)

This course examines Diné bina'nitin way of life on values and ethical expectations.

NIS 340 Diné Traditional and Contemporary Leadership (3)

This course examines Diné traditional leadership under Naalchid/Naachi' system, community clan leadership, which depends on divine intervention by making sacred offerings for effective leadership. The course also examines contemporary leadership, which promotes identity.

NIS 350 Diné Spirituality (3)

This course will examine Diné Spirituality, a way-of-life, application of sacredness of being; Diyin k'ehgo iiná. Aziology (alchi'i' naazlá), Epistemology (hot bééhózinígíí) and Metaphysics (beejinánígíí).

NIS 360 Diné Economic Systems (3)

This course will examine Diné traditional economy such as livestock husbandry (horses, sheep, cattle industry). The course will also examine arts and crafts industry, as well as traditional trade economy.

Course Descriptions

NIS 361 Diné Cultural Resource Management (3)

This course will examine the Navajo Intellectual Property, and cultural property. The course will also examine American Indian Religious Freedom Act (AIFRA), protection of Diné Sacred Sites, Sacred Songs and Ceremonial tools.

NIS 362 Diné Environmental Knowledge and Sustainable Development (3)

This course examines issues relating to sustainable economic development, Federal, State and Tribal relationship concerning, Navajo sovereign rights to natural resource extraction., Tribes and Federal regulation regarding Business Lease on the Reservation, Tribal plans and issues surrounding land, water, wind and solar energy development, Navajo initiative regarding developing a sustainable economic.

NIS 371 Navajo Philosophy (3)

Prerequisite: ENG 101 and NIS 111.

An advanced analysis of the inter-relationship of male and female principles and the manifestation of dual forces. The course looks at Diné philosophical thought, including metaphysics, epistemology, aesthetics, ethics, religion, and traditional social structure.

NIS 410 Diné Literature Moral and Ethics Philosophy (3)

This course explores the origin of Navajo ethics and moral philosophy from literatures and oral stories. The consequences of legal actions regarding: murder, abortion, adultery, theft, and lying, etc. This course also examines Navajo explanation of morality in the context of traditional belief and application of ethic and morality in contemporary public discussions.

NIS 415 Diné Family Traditional Law (3)

This course examines Traditional Diné family, children, parental rights, divorce, properties, domestic abuses and financial responsibilities.

NIS 420 Diné Social Systems and Issues (3)

This course examines the Diné social systems and traditional and contemporary issues. The course will examine cultural changes, colonialism, colonization, assimilation and national politics.

NIS 425 Diné Men and Women in Society (3)

This course will cover the sacred roles of Diné men and women. The roles and responsibilities with: personal identity, a community, participation in ceremonies, gender and sexuality, exercise of leadership, restrictions of their roles, and in changing Diné society, It will examine restrictions on roles and a changing Diné society.

NIS 450 Diné Resource Management (3)

This course will examine Natural Resource Management such as: land, water, soil, plants, animals, renewable, and non-renewable resources (stewardship).

NIS 455 Diné Place-based Knowledge, Geography and Geology (3)

This course examines Diné sacred places, sacred sites and examines Diné homeland geography and geology Diné K'ehgo.

NIS 458 Diné Energy Development (3)

This course will examine Federal, Department of Interior, Bureau of Indian Affairs, and the Navajo Nation policies on Diné Energy Development. The course will also examine Health, Environmental Protection, Contaminations and Clean-up issues.

NIS 460 Diné Studies Internship (3)

The Diné Studies Internship is a requirement for all Bachelor of Arts in Diné Studies majors. The Internship offers students a chance to become directly involved in the degree program areas of interest and issues for a semester. Students may make contributions to the Navajo Nation and communities and have the opportunity to address a professional and scholarly expressed need. Interns may also make a direct contribution to an individual medicine man for learning outside the academic context, in a traditional setting.

NIS 465 Diné Traditional Seminar (3)

This course is designed for seniors or students who are near graduation. The course will provide students the opportunity to apply knowledge gained from the required courses for the Diné Studies program degree to: critically examine the current state of American Indian social, political, economic, and cultural issues; examine and apply various models for community intervention and elect various models of community intervention. Leadership characteristics and skills for the twenty-first century will be discussed, and challenges and opportunities for practice and leadership within Diné communities will be identified. The seminar will take time for collaborating group meetings, and attendance is required. Conversation during seminar will address some of the complex issues involved in bringing Diné perspectives to research and academic work in Diné studies. No exam is given in the course, there will be various writing assignments to strengthen the students writing ability. This class will ultimately guide you through the phase for your senior capstone project until completion.

NIS 495 Senior Capstone Course (3)

The Capstone Seminar is designed to demonstrate students' accumulated knowledge and skill for the Bachelor of Arts in Diné Studies in a single original project of the student's choice, subject to the instructor's approval and under the additional supervision of the faculty mentor. The most common way of completing this course is the writing of a research thesis of approximately 8000 words, alternate projects can be explored in consultation with the instructor of the course. The completed thesis or project should bring together your theme within the Diné Studies degree. The Capstone necessitates multiple drafts of your research that are subjected to heightened peer review and regular feedback from your instructor, your peers, and your mentor. A presentation to a panel of faculty will be a final presentation.

PHYSICAL EDUCATION AND HEALTH (PEH)

PEH 113, 114, 119 Team Sports (1)

Restricted enrollment to student athletes.

Members of all athletic teams may enroll in the courses with coach/faculty's permission. Students sign a course contract and are responsible for knowing 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.

PEH 120 Strength Training (1)

Introductory activities in strength training with individualized programs and a focus on 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 programs, 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 archery techniques. 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.

Course Descriptions

PEH 132 Jogging (1)

Introductory activities in 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 archery, bowling, basketball, badminton, billiards, jogging, softball, tennis, volleyball, strength training, table tennis, traditional Navajo games, and Zumba. 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.

PHYSICAL SCIENCE (PHS)

PHS 110 Principles of Physical Science (4)

Prerequisite: MTH 096 and ENG 085.

PHY 110 is a conceptual physical science course emphasizing the relationship between physics and chemistry. Students will study the relationship between the Laws of Motion and chemical reactions, as well as topics related to nuclear, thermal and electrical energy.

PHYSICS (PHY)

PHY 101 Fundamentals of Physics (4)

Prerequisite: ENG 075, 085, or instructor's permission.

A conceptual introduction to physics utilizing minimal mathematics. Designed for non-science majors and students with no prior physics background. Three hours lecture and three hours lab per week. Fulfills the general education requirement for a laboratory science course.

PHY 110 Algebra-based Physics I (4)

Prerequisite: MTH 110 or concurrent enrollment or instructor's permission.

An algebra-based introduction to physics sequence designed for science majors who do not require calculus-based physics. Also suitable for liberal arts majors and general education students with no prior physics background; covers classical mechanics. Trigonometric requirement will be taught in the class. Three hours lecture and three hours lab per week.

PHY 111 Algebra-based Physics II (4)

Prerequisite: PHY 110 or equivalent course.

Second course in the algebra-based introduction to physics sequence designed for science majors who do not require calculus-based physics. Also suitable for liberal arts majors and general education student with no prior physics background; covers optics, electricity, and magnetism. Three hours lecture and three hours lab per week.

PHY 121 Calculus-based Physics I (4)

Prerequisite: MTH 191.

First of three calculus-based courses designed for the science and engineering major with no prior physics background; covers classical mechanics. Three hours lecture and three hours lab per week.

PHY 131 Calculus-based Physics II (4)

Prerequisite: PHY 121, or instructor's permission.

Second of three calculus-based courses designed for the science and engineering major; covers electricity, magnetism, and optics. Three hours lecture and three hours lab per week.

POLITICAL SCIENCE (POS)

POS 111 Introduction to Political Science (3)

Prerequisite: ENG 101.

This course examines the principles, methods, topics, and concepts of political science in light of contemporary political events. Students will analyze power, authority, and political philosophy in diverse contexts, including tribal politics. This course meets teacher certification requirements and emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and global awareness (IW/CI, ERG, and GA).

POS 170 American Government and Politics (3)

Prerequisite: ENG 101 or concurrent enrollment.

American Government and Politics examines the origin of the U.S. Constitution as well as governmental structures, procedures, and politics at the federal, state, local, and tribal levels.

POS 181 Arizona Constitution and Government (1)

Prerequisite: ENG 101 or concurrent enrollment.

This course examines the Arizona Constitution in terms of its historical roots, content, modifications, and interpretations. It also examines Arizona's governmental structures, procedures, and politics at all levels, including the Navajo tribal level. POS 181 meets Arizona teacher certification requirements.

POS 226/NIS 226 Navajo Nation Government (3)

Prerequisite: ENG 101 and NIS 221. Cross-listed with NIS 226.

The development of Navajo Nation government, concentrating on its evolution since the 1920s. Examines the legal and political basis of Navajo Nation government, its structure and functions as well as powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal governments. Highlights major contributions of Navajo Nation chairmen and presidents. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

POS 230 Introduction to Policy Research Methods (3)

Prerequisite: ENG 101 and either NIS 226 or 221. Cross-listed with NIS 230.

This course provides students with an introduction to Diné Policy Institute's unique approach to research. Students will learn the foundations of mainstream academic and traditional Diné research methods, gain an understanding of how to utilize both approaches, and apply these skills to existing Diné Policy Institute research. (See NIS/POS 230).

POS 271 U.S. Constitution and Politics (2)

Prerequisite: ENG 101 or concurrent enrollment or instructor's permission.

This course examines the philosophical antecedents, historical development, and interpretations of the U.S. Constitution. It also examines federal governmental structures, procedures, and politics. POS 271 meets Arizona teacher certification requirements.

PSYCHOLOGY (PSY)

PSY 111 Introduction to Psychology (3)

Prerequisite: ENG 101.

This course is an introduction to the scientific study of individual behavior. It provides a broad overview of major approaches, concepts, issues, methods, findings, contributors, and applications of psychological knowledge to everyday life. It covers biological influences on behavior, sensation, perception, learning, cognition, motivation, emotion, personality, human development, psychopathology, and psychotherapy. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI).

Degree Programs

PSY 200 Decolonization and Resilience in Indigenous Communities (3)

Prerequisite: Minimum grade of 'C' in ENG 101.

PSY 200 is an interdisciplinary analysis of colonization, decolonization, and indigenous self-determination with specific attention to the realities of Navajo peoples. This class aims to not only explore the myths and realities of decolonization but it also strives to encourage students to engage with self-determining practices in order to reassess, reprioritize and reconcile with psychological impacts of colonial trauma. This class is formatted into four sections: 1) Analysis of foundational works of colonization and decolonization; 2) Examination of hemispheric indigenous case studies of resilience and self-determination; 3) Exploration of colonialism and resilience predating and extending through European expansion in the Southwest, with specific emphasis given to Navajo lands; and 4) Critical inquiry of United States' indigenous movements of decolonization, cultural restructuring, and self-determination as experienced through Navajo realities.

PSY 202 Career Explorations in Psychology (2)

Prerequisite: Minimum grade of 'C' in ENG 101 and PSY 111.

Provides an introduction to the wide variety of careers available with a degree in psychology. Both general and specific information is provided about types of careers, training, skills, experiences, and practice settings on the Navajo Nation and beyond. Students are provided with skills for succeeding in a Bachelor program, developing a career path, applying for jobs, and pursuing graduate degrees.

PSY 211 Introduction to Navajo Psychology (3)

Prerequisite: Minimum grade of 'C' in ENG 101 and NIS 111.

This course is an introduction to SNBH (Sa'áh Naagháí Bik'eh Hózhóón) Diné study of Diné attitude, behavior, personality and character and the psychological knowledge that comes from the Holy People. This introduction will provide an overview of major approaches, concepts, issues, methods findings, and applications of Diné psychologies and knowledge in everyday life. It will cover Diné ethics, principles, moral values, and duties, as well as the study of human character and human action to live as SNBH.

PSY 213/MTH 213 Statistics (4)

Prerequisite: Minimum grade of 'C' in MTH 110 or 114 or instructor's permission.

Cross-listed with MTH 213.

Representation of data, measures of central tendency; standard deviation; sampling; normal, chi-square, student's t, and F distributions; and regression and correlation. Basic concepts of experimental design and statistical analysis involved in quantitative research.

PSY 215 Personal and Social Adjustment (3)

Prerequisite: ENG 101 or concurrent enrollment.

An overview of basic psychological principles as they apply to coping with stress, interpersonal relationships, marriage, parenting, and working. Emphasis on learning to become a more competent and effective person. Course may carry one, two, or three credits.

PSY 220 Expressive Arts Therapy (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course provides an overview of experiential styles for individuals in the counseling and behavioral health fields. Visual arts, music/sound, dance/movement, play therapy, psychodrama, and bioenergetics are examined as tools of therapy.

PSY 221 Cinema Therapy (3)

Prerequisite: ENG 101 or concurrent enrollment and at least one Psychology course.

Movies affect us because of their synergistic impact. This course will show the student and future counselor how film may help build a bridge between their client's "reel" life and their experiences in real life.

PSY 240 Human Growth and Development (3)

Prerequisite: ENG 101.

This course provides an overview of the field of human growth and development from prenatal development and birth through adulthood

and aging. Topics include physiology, perception, language, cognition, personality, social and moral development, family, and cultural and social influences on development. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 241 Abnormal Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

This course will examine etiology, symptomatology, and classification of organic and functional behavior disorder, mental deficiencies, and other deviations. Treatment modalities overview will be examined.

PSY 250 Social Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

This course is an overview of science-oriented approaches to the study of the impact of environment, particularly the social environment, on individual behavior and considers individual behavior but emphasizes the relationship between individual and group behavior. The course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 255 Introduction to Physiological Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

Relationships of physiological processes to behavior. Emphasizes nervous system functioning.

PSY 290 Research Methods (4)

Prerequisite: ENG 101 and 3 credits of PSY, SOC, ANT or SWO.

An introduction to qualitative and quantitative research methods used in Psychology and the Social Sciences. This course emphasizes the process of conducting psychological research, including the development of testable hypotheses, measurement, design, data collection, analysis, and the writing and presentation of a research paper. Students will gain experience through projects in conducting research.

PSY 291 Introduction to Counseling (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

This course is an overview of various approaches to the techniques used in counseling. Mock counseling sessions and hands-on exercises are employed to demonstrate various counseling tools and styles.

PSY 292 Human Sexuality (3)

Prerequisite: ENG 101 or concurrent enrollment.

This survey course of the psychological aspects of human sexual behavior emphasizes cognitive, emotional, behavioral, and cultural factors that shape sexuality.

PSY 315 Health Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and PSY 255 or instructor's permission.

Contributions of psychology to health promotion and illness prevention, adaptation to acute and chronic illness, and to the healthcare system.

PSY 325 Psychology and Law (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

Theories, research, and practice in psychology as related to law and justice systems, including criminal, civil, domestic relations, and professional issues. Introduction to Navajo Peacemaking.

PSY 340 Child and Adolescent Development (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 240 or instructor's permission.

Psychological development from infancy through adolescence, focusing on physical, social, cultural, cognitive, and linguistic aspects of development, as well as developmental disabilities and disorders. Diverse cultural framework for reasoning about child and adolescent development will be applied.

Course Descriptions

PSY 350 Cultural Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 250 or instructor's permission.

The influence of culture on human thought and behavior, including cultural differences in perception, cognition, motivation, attitudes, beliefs, physical and mental health, communication, and relationships. Definitions of culture and culture acquisition are emphasized.

PSY 360 Drug Use and Abuse (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 255 or instructor's permission.

This course examines use and abuse of drugs and alcohol, including interactions between risk factors, protective factors, and sociocultural influences. Students gain an understanding of the psychological and physiological nature of substance abuse and develop skills related to diagnosis and treatment of substance abuse disorders. This course also includes an overview of individual differences in risk and resilience, current and historical patterns of substance usage. ESM definitions of substance abuse, and programs for rehabilitation.

PSY 365 Cognitive Psychology (3)

Prerequisites: Minimum Grade of 'C' in ENG 101 and PSY 111.

Human information processing, including memory, perception, attention, problem solving, decision making, knowledge representation, abstract concepts, social cognition, and language.

PSY 392 Counseling Theories and Techniques (3)

Prerequisite: PSY 291.

This course is an overview of major theories and techniques of counseling and psychotherapy. Students will read about, experience, and practice skills and techniques associated with major counseling theories.

PSY 413 Advanced Indigenous Research Methods (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, and 290.

Focuses on methodologies of Indigenous research and foundations of social science research as they relate to psychology. Emphasis on the collection and analysis of qualitative and quantitative data, the purpose of Indigenous research, roles and responsibilities of researchers in Indigenous communities, Indigenous epistemologies, decolonizing methodologies, proper use and dissemination of research findings, the role of the Institutional Review Boards, and critical evaluation of research. Student will complete a research project that will involve designing a study, collecting data, and analyzing data using computer-based statistical software.

PSY 497 Independent Study (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, 290 and at least one 300-level PSY course.

Individualized approach to selected topics by guided reading and critical evaluation under supervision and approval of an instructor.

PSY 498 Undergraduate Research (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, 290 and at least one 300-level PSY course.

Original research under the supervision and approval of research advisor.

PSY 499 Fieldwork Experience (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, 290, 291 and at least one 300-level PSY course.

Field experience in an approved agency or organization. Such work must be approved and supervised by a psychology faculty member.

PUBLIC HEALTH (PUH)

PUH 111 Introduction to Public Health (3)

This course introduces students to all aspects of the field of public health, focusing on health promotion and disease prevention goals designed to establish and maintain healthy communities. The 3 core functions and 10 essential services of public health, as well as reading and lecture materials are organized and presented within the con-

texts of the Diné educational philosophy. This course is intended to help students become both knowledgeable and culturally competent public health professionals in the Navajo Nation.

PUH 141 Nutrition for Health (3)

Prerequisite: ENG 085 and MTH 096.

General concepts of nutrition applied to food choices that support health; cultural, psychological, and economic implications of food choices. Current concepts and controversies in human nutrition. Carbohydrate, protein, lipids, vitamins, and minerals in nutrition, and the relation of nutrition to health throughout the life cycle.

PUH 170/BIO 170 Medical Terminology (3)

Prerequisites: Reading proficiency requirement or concurrent enrollment in ENG 101.

Basic tools are provided, such as root words, prefixes, and suffixes, for building an effective verbal and written biomedical vocabulary.

PUH 200 Principles of Health Education (3)

Prerequisite: Completion of ENG 075 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, and determinants of health behavior of individuals and groups. In their final project students must apply course concepts to design a prospective health education intervention. Course emphases are on health education methods and issues relevant to the Navajo Nation. Guest speakers involved in health education on the Navajo Nation may provide presentations. Content of the course will facilitate application of the principles of SNBH.

PUH 201 Principles of Environmental Public Health (3)

Prerequisite: Completion of ENG 075, PUH 111 or ENV 101 or another science class.

This course explores environmental health professionals' roles in ensuring safe and healthy environments, including sanitation, food safety, and occupational safety, and air and water quality. Policies and activities of federal, state, local, and tribal entities are examined, with a focus on Navajo examples. Navajo cultural beliefs related to nature and the environment provide the foundation on which the course is structured.

PUH 202 Uranium and Environmental Health (3)

Prerequisite: Completion of ENG 075 or reading proficiency requirement.

This course examines the impacts of uranium and the uranium mining industry on the people and land of the Navajo Nation. The primary emphasis is on environmental public health effects and efforts to remediate them. The course covers comprehensive information on all aspects of uranium, the uranium industry, and the health effects of exposure to uranium.

PUH 241 Human Nutrition (3)

Prerequisite: CHM 130 or higher required.

The principle of human nutrition as it relates to health issues is the primary focus of this course. Emphasis is placed on nutrients and how they affect the human body. The structure and function, digestion and absorption, and metabolism of carbohydrates, lipids, proteins, minerals, and vitamins are discussed. This course also examines energy, weight-management, nutritional requirements of different age groups, U.S. dietary trends, and guidelines for good nutrition and health.

PUH 270 Community Health Assessment and Planning (3)

Prerequisite: Completion of ENG 085 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.

Course Descriptions

PUH 275 Health Services and Policy (3)

Prerequisite: Completion of PUH 111, ENG 101 or concurrent enrollment.

In this course, students are introduced to health services administration and the role of policy development in public health. The course covers national, state, local, and Navajo Nation health services, focusing on how they are organized and administered. U.S. public health services are compared with those on the Navajo Nation and other tribal communities. The course is taught in accordance with the Diné educational philosophy (primarily in the realm of *liná*).

PUH 280 Implementation and Evaluation of Public Health Interventions (3)

Prerequisite: Completion of PUH 111 and 270. Completion or concurrent enrollment in ENG 101.

This is the second of two introductory courses in which students examine assessment, planning, implementation, and evaluation in public health. The course focuses on implementation and evaluation as carried out in epidemiology, environmental health, health education and promotion, and health services administration. It is taught in accordance with the Diné educational philosophy (primarily in the realm of *liná* and *Siihasin*). In this course students will work with instructors to develop a class intervention to a public health issue on the Navajo Nation. This step by step process will give students the opportunity to put the assessment and planning stages of public health programming into practice.

PUH 289 Public Health Emergency Preparedness (4)

This focused course covers practical knowledge, steps, and considerations relating to preparation for any potential public health emergency in the Navajo Nation. The course is based on online materials originally developed by the Arizona Center for Public Health Preparedness at the University of Arizona, adapted by Diné College to the Navajo Nation environment. There are no prerequisites, but prior completion of PUH 111 is recommended.

PUH 300 Health and Human Disease (3)

Prerequisites: BIO 181, 201, 202 or concurrent enrollment, PUH 111.

An understanding of the biological and cultural basis of disease is critical to public health practice. Public health addresses biological, physical, chemical, behavioral, social, and cultural factors associated with individual and population health and, in recent years, health disparities over the life course. This course will focus on the fundamental principles relating to the etiology, nature, prevention, and control of both communicable and non-communicable diseases. Coursework will provide an overview of major diseases, their classification, causes, diagnosis, and treatment. Students will apply biological principles to public health research studies in order to understand the applied biology related to health and disease. Students will also learn indigenous etiologies of disease, screening, and treatment with a focus on traditional Navajo medicine. Students will learn to critically examine how we understand disease and to appreciate the multiple ways of diagnosing and treating disease in different public health settings.

PUH 345 Theories of Health Behavior (3)

Prerequisites: PSY 240, PUH 111.

The purpose of the course is to provide students with an understanding of the application of the social and behavioral sciences to health. The course is designed to introduce students to some of the major theories, models, and conceptual frameworks that are frequently used to plan health promotion and disease prevention interventions that target behavior at the individual, interpersonal, community, and societal levels of intervention. This course will emphasize research on health behavior theory and American Indian and Alaska Native populations. Such research critiques Western based theory and highlights the role that traditional beliefs and practices play in understanding behavior and decision-making among indigenous groups.

PUH 350 Global Indigenous Health (3)

Prerequisites: Completion of PUH 111 and ENG 101 or concurrent enrollment.

This course introduces the theories, perspectives, and methods of global health through an exploration of the health of indigenous groups around the world. Topics to be addressed include the global burden and distribution of disease and mortality, determinants of health status and health inequalities, the development of global health policies, and the implementation of global health interventions. Emphasis will be placed on indigenous notions of health and disease and global health systems unique to groups in different cultural settings.

PUH 355 Health Disparities (3)

This course will give students a beginning knowledge of the literature on health disparities and a solid understanding of some of the causes of these disparities. Students successfully completing the course will be able to describe and analyze the patterns of health disparity affecting various racial/ethnic, gender, income and sexual orientation groups, including health indicators, rates of disease, and health-related behaviors. They will also use theoretical strategies to understand/explain health disparities. Students will also describe and analyze the determinants of health disparities for American Indian groups, including social, political, and economic factors. This course will use examples of health disparities on the Navajo Nation as well as the many positive community-based strategies to address these disparities and decrease their likelihood in the future.

PUH 360 American Indian Maternal, Child, and Sexual Health (3)

This course introduces students to the principles and practices of public health in the areas of maternal and child health and sexual health. Using the life course perspective, the course examines how infants, children, women and families develop in the context of biologic and social determinants of health, as they play out over a lifetime and across generations. The focus of this course will be American Indian/Alaska Native (AI/AN) women and their families including traditional notions of women, the body, pregnancy, childbirth, family, and children's health. Selected current topics—such as asthma, adolescent pregnancy, infant mortality, and childhood obesity among AI/AN populations—are studied in depth and used to illustrate how problems are understood, their distribution in diverse populations, and the content and quality of programs required to address them. Throughout the course, special attention is given to the impact of poverty, poor access to health care, and racial inequalities on the health of AI/AN families, as well as to the strengths that individuals and communities among indigenous groups bring to the creation of solutions.

PUH 385 Mental Health Issues in Public Health (3)

Prerequisites: PSY 240, PUH 111.

This course is designed to help students think critically about the identification and treatment of mental illness in the United States. Students will explore current public health research and programming surrounding the definition, prevention, and treatment of mental illness. Central to this approach is the understanding that mental illness and its diagnosis is culturally situated. Navajo concepts of mental health and healing will be integral to student understandings of all of the aspects of mental health introduced in this course. This course will also explore how our beliefs about mental illness and the mentally ill have influenced our approaches to policy, systems, services, and treatment. Special attention will be paid to mental health issues and treatment options among American Indian and Alaska Native populations and especially to those issues affecting the Navajo Nation.

PUH 391 Seminar in Public Health (3)

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

Course Descriptions

drug use, and mental health. The focus of the topics of this course will be on research, past and present, in public health on the Navajo Nation. Projects will be selected based on research that has been reviewed by the IRB. Exposure to ongoing research projects and research projects and researchers will enable students to see public health research in action and give them experience with both the process and the product of research.

PUH 395 Epidemiology (3)

Prerequisite: MTH 110 or 118 and PUH 111.

A basic introduction to epidemiology and biostatistics is provided in this mathematics-based course. Students are guided in identifying relevant and appropriate public health data and information sources. A special focus is on relationships of risk factors and disease outcomes, with attention to the health priorities of the Navajo Nation. The course also introduces students to epidemiological research designs and measures, and ways in which they influence public health decision-making.

PUH 490 Public Health Research Methods (4)

Prerequisites: Knowledge of basic mathematical concepts (MTH 110 or 114), BIO 181 or above, and some computer literacy skills, ENG 101 and a Social and Behavioral Sciences course are recommended.

This research method courses covers basic concepts in public health, health promotion, and disease prevention, including its cultural aspects. The design and implementation of qualitative and quantitative research are covered, including hypothesis development, research design, development of research protocols, data analysis using computer software packages, and presentation of results. This course will be part of the capstone experience for the Bachelor's degree in Public Health. This course will finish with a final project that will be the culmination of all of the student work in public health at Diné College. The project will encompass professional level work in public health and will be partially evaluated by an external evaluator who is a professional in public health.

PUH 497 Advanced Readings in Psychology (4)

Prerequisites: PUH 490 or concurrent enrollment.

PUH 497 is a capstone practicum experience for advanced students in public health. This field experience will be offered over the course of a semester and will finish with a final project that will be a culmination of all of the student work in public health at Diné College. Students will utilize public health knowledge and skills acquired during their upper level coursework. The project will encompass professional level work and will be partially evaluated by an external evaluator who is a professional in public health.

PUH 498 Indigenous Health Research Methodologies (3)

Prerequisites: Minimum Grade of 'C' in ENG 101 and PSY 111; Minimum Grade of 'B' in PSY 213, 290 and 413.

This course will acquaint students with indigenous research concepts and issues. We will introduce basic concepts in qualitative and quantitative research designs and their application to research in Native communities, with illustrations from ongoing research studies to provide practical examples of a variety of research designs and their application. We will introduce research methods that are informed by Indigenous ways of producing and sharing knowledge, ethical considerations, collaborative research design with Indigenous communities and peoples, the sharing of research materials and outcomes, multi-vocal authorship, learning to integrate responsibilities as a researcher, and the respect for cultural property rights and ownership. Such methods will prepare students to develop a better understanding of, and professional capacity for effectively and collaboratively working with Indigenous communities, to deconstruct a long history of "colonizing" research, and to build reciprocal, respectful, and mutually beneficial relationships between researchers and Indigenous communities. Participants will be given an opportunity to develop research questions and study designs to obtain practical experience with the principles taught during the course.

SOCIOLOGY (SOC)

SOC 111 Introduction to Sociology (3)

Prerequisite: ENG 101.

SOC 111 is a general introduction to sociological perspectives. Discussions of social institutions, class, power, conflict, change, culture, and socialization are integral to the course. The course emphasizes general education special requirements in ethnic/race/gender awareness (ERG).

SOC 205 Qualitative Research Methods (3)

Prerequisite: ENG 101.

This course introduces students to methods of conducting research into human societies and provides guidance and supervision as students conduct research in local communities.

SOC 210 Deviant Behavior (3)

Prerequisite: ENG 101.

This course examines behavior not accepted nor approved by the society in which it occurs. It considers methods by which deviant behavior is studied, as well as theories of deviancy offered by sociologists, anthropologists, and psychologists. The course may focus on Navajo drinking behavior in its normative and deviant forms. It emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOC 215 Native Americans in American Society (3)

Prerequisite: ENG 101.

This course is a general review of current living conditions, roles, statuses, and images of American Indians. Faculty and students analyze social and cultural change and conflict. It examines the growth of urban indigenous groups and their adjustments to urbanization, as well as the social, economic, and political achievements of Native Americans. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 220 Criminology (3)

Prerequisite: ENG 101.

Criminology is an examination of crime, theories of criminal development, type of offenders, crime statistics, and incarcerated penology. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOC 225 Marriage and Family in a Changing Society (3)

Prerequisite: ENG 101.

This course examines marital relationships and social change. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOC 230 Racial and Ethnic Relations (3)

Prerequisite: ENG 101.

This course examines minority and dominant group relations in the U.S. It explores patterns of prejudice and discrimination against racial and ethnic minorities, and assimilationist policies of the federal government and their impact on American Indians and the Navajo experience. SOC 230 emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 260 Drug and Society (3)

Prerequisite: Minimum Grade of 'C' in ENG 101.

This course examines drugs as a social problem. It considers the social-cultural factors that contribute to the use and abuse of drugs and the effects upon the individual and society. Reviews prevention, intervention and treatment. Surveys policies regarding drug related issues.

SOC 275 Social Stratification (3)

Prerequisite: ENG 101.

This course examines the unequal distribution of power, resources, income, and life changes in society. It analyzes economic and social

Course Descriptions

classes, racism, ethnic stratification, colonialism within the U.S., gender stratification, and the changing position of women in society. It reviews the effects of poverty on individuals and communities. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOCIAL SCIENCE (SSC)

SSC 110 General Social Science (3)

This course is an introduction to the core disciplines of the social sciences: anthropology, geography, political science, economics, history, sociology and psychology. At the end of this course, students will be familiar with the questions, basic concepts, and methods of study of said disciplines. Furthermore, as an introductory class, SSC 110 also emphasizes fundamental academic and critical thinking skills. As students continue to explore the social sciences as well as the concepts and terms common to the study of human societies, students will also utilize said disciplines to further understand global and local Indigenous social realities.

SOCIAL WORK (SWO)

SWO 111 Social Work as a Vocation (1)

Prerequisite: ENG 101 or concurrent enrollment.

This course examines ego psychology as it is applied in social work.

SWO 211 Introduction to Social Work (3)

Prerequisite: ENG 101.

SWO is a continuation of SWO 111. This course offers an introduction to values, ethics, skills, and knowledge pertaining to social work. Social systems theory is emphasized.

SWO 242 Community Social Service Skills (3)

Prerequisite: ENG 101.

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 faculty).

SWO 243 Community Social Services and Culture (3)

Prerequisite: ENG 101.

This course examines the interplay of cultural factors and social services. Pertinent anthropological and social work concepts are introduced. The course is the capstone 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)

Prerequisite: ENG 101.

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)

Prerequisite: ENG 101.

Students are placed in community social service agencies for practical social work experience for a minimum of ten hours per week, offering opportunities to apply skills and to operationalize social knowledge and values in social work.

SWO 296 Field Experience II (3)

Prerequisite: ENG 101.

A continuation of SWO 295 with more advanced experiential applications.

THEATER (THR)

THR 101 Introduction to Theater (3)

A survey of theater, including basic elements and principles of production, styles, and historical perspectives of theater, dramatic literature, and criticism.

THR 102 Introduction to Acting and Storytelling (3)

The course will incorporate fundamental techniques of acting and storytelling through physical and vocal expression, improvisation, and monologue scene work, with an emphasis on characterizations and performance. A class performance of a dramatic production will be the course culmination.



School of Business & Social Science

Christine Ami, Faculty

Ph.D., University of California at Davis, Native American Studies
M.A., University of Maryland, Spanish Language & Literature
B.A., Rowan University, Spanish

Marius Begay, Faculty

M.A., Northern Arizona University, History
B.A., Northern Arizona University, History

Patrick Blackwater, Faculty

M.G.M., Arizona State University, Global Management
M.S., Grand Canyon University, Leadership
B.A., Grand Canyon University, Business Management

Bruce Bradway, Faculty

Ph.D., Waldan University, Psychology
M.S., Wabaash College, International Relations
M.S., Wabaash College, Psychology

James Denney, Faculty

M.B.A. University of Guam, Business Administration
B.B.A. University of Guam, Finance and Economics

Juanita Fraley, Faculty

M.B.A., Gonzaga University, Business Administration
B.A., University of Northern Colorado, Business Teacher Education
B.S. University of Northern Colorado, Office Administration

Miranda J. Haskie, Faculty

Ed.D., Fielding Graduate University, Educational Leadership
M.A., New Mexico State University, Sociology
B.A., Fort Lewis College, Bicultural Studies
B.A., University of New Mexico, Sociology
A.A., Diné College, Navajo Language

Sara Kien, Faculty

Ph.D., Northwestern University, Cognitive Psychology
M.S., University of Calgary, Cognitive Psychology
B.A., University of Calgary, Psychology

Brian King, Faculty

Ph.D., University of New Mexico, History
M.A., New Mexico State University, History
B.A., University of Texas, History

King Mike, Faculty

M.B.A., University of Southern California, Business Administration
B.A., Fort Lewis College, Business Administration

Gloria Price, Faculty

M.V.E., Northern Arizona University, Vocational Education
B.S., Northern Arizona University, Vocational Education
B.A., Northern Arizona University, Business Administration

Rosalind Smith, Faculty

MAcc, University of Phoenix, Accountancy
B.S., Southern Utah University, Accountancy
A.S., College of Eastern Utah, Business Administration

Susan Wolf, Faculty

Ph.D., Arizona State University, Educational Philosophy
M.A., Arizona State University, Educational Psychology
B.A., Marquette University, Psychology Teaching Major

School of Diné Studies & Education

Wilson Aronilth Jr, Faculty

Honorary Doctorate, Diné College, Diné Philosophy of Learning
Honorary A.A.S., Diné College, Navajo Culture

Martha Austin-Garrison, Faculty

M.Ed., Arizona State University, Curriculum & Instruction (Bilingual Education)
B.A., University of Arizona, Education

Barsine B. Benally, Faculty

M.A., Doane College, Education
B.A., Arizona State University, Education
A.A., Diné College, Education

Herbert Benally, Faculty

Ph.D., California Institute of Integral Studies, Indigenous Studies
M.Ed., Arizona State University, Adult Education: Third World Development
B.A., Arizona State University, Health and Biological Science

Roger Benally, Faculty

M.Ed., Doane College, Educational Leadership
M.Ed., Doane College, Curriculum & Instruction
B.A., Prescott College, Education

Thomas P. Benally, Faculty

M.Ed., Doane College, Curriculum & Instruction
B.S., Northern Arizona University, Education

Amelia Black, Faculty

M.Ed., Arizona State University, Curriculum & Instruction (Bilingual Education)
B.A., Arizona State University, Education

Herman Cody, Faculty

Ed.D., Arizona State University, Education
M.A., Northern Arizona University, Bilingual/Multicultural Ed.,
B.S., Northern Arizona University, Elementary Ed.
A.A., University of New Mexico, Recreation/Leadership

Donald Denetdeal

B.S., Northern Arizona University, Political Science & Administration
Diné Medicine Man's Association, Inc., Hataahlii

Avery Denny, Faculty

Diné Medicine Man's Association, Inc., Hataahlii

Martha Jackson, Faculty

M.A., University of Arizona, Education
B.A., University of Arizona, Education
A.A., Diné College, Navajo Language
Certificate, Diné College, Bilingual Bicultural

Jerry Kien, Faculty

B.A., Word Bible College, Theology

Jeannie Lewis, Faculty

M.A., Northern Arizona University, Educational Leadership
B.S., Northern Arizona University, Elementary Ed.
A.A., Dine College, Elementary Ed.

Thomas Littleben Jr, Faculty

B.S., Northern Arizona University, Education
A.A., Diné College, Diné Studies
A.A., Diné College, Navajo Language

Charlton Long, Faculty

M.A., Arizona State University, Curriculum Instruction
B.S., Arizona State University, Elementary Education

Mitchell Blackhorse, Faculty

M.A., University of New Mexico, Secondary Education
B.S., University of New Mexico, Elementary Education
A.S., Diné College, BI/Cultural/Language
A.A., Diné College, Education

Gene A. Vecenti, Faculty

M.Ed., Northern Arizona University, Bilingual/Multicultural Education
 B.A., Fort Lewis College, Student Structured
 A.A., Diné College, Liberal Arts
 A.A., Diné College, Navajo Language
 A.A., Diné College, Diné Studies

School of Arts, Humanities & English

Robert Barraclough, Faculty

Ed.D., West Virginia University, Educational
 Psychology: Communication in Instruction
 M.A., Brigham Young University, Communication
 B.A., Boise State University, Communication

Robert M. Bollinger, Faculty

M.F.A., San Francisco Art Institute,
 Master of Architecture, University of New Mexico
 B.A., Fine Arts, University of New Mexico

Karla Britton, Faculty

Ph.D., Harvard, History of Architecture
 M.A., Columbia University, Composition. Literature
 B.A., University of Colorado, History

LaFrenda Frank, Faculty

M.A., Northern Arizona University, English Education
 B.A., Fort Lewis College, English
 B.A., Fort Lewis College, Southwest Studies

Emily Green, Faculty

M.A., Old Dominion University, English
 B.A., Old Dominion University, English

Velma Hale, Faculty

M.A., Northern Arizona University, Bilingual-Multicultural Education
 B.S., Northern Arizona University, Secondary Education

Janel Hinrichsen, Faculty

Ph.D., University of Kansas, Education
 M.A., University of Kansas, Education
 B.A., University of Kansas, English

Andrew Kwon, Faculty

Ph.D., Oklahoma State University, English
 M.F.A., University of Massachusetts Amherst, English
 B.A., Clark University, History

Jesse T. Maloney, Faculty

M.F.A., Lindenwood University, Writing
 B.A., Northern Arizona University

Irvin Morris, Faculty

A.B.D., State University of New York-Buffalo, American Studies/Native American
 Studies
 M.F.A., Cornell University, Creative Writing/Fiction
 B.A., University of California-Santa Cruz, Literature/Creative Writing
 A.F.A., Institute of American Indian Arts, Creative Writing

Debra E. Robinson, Faculty

M.S., Ohio University, Journalism
 M.A., Ohio University, Applied Linguistics/TESOL
 B.F.A., Ohio University, Theater

Matthew Skeet, Faculty

M.F.A., Institute of American Indian Arts, Creative Writing
 B.A., University of New Mexico, English & Native American Studies

Orlando O. White, Faculty

M.F.A., Brown University, Literary Arts
 B.F.A., Institute of American Indian Arts, Creative Writing
 A.S., College of Eastern Utah, Liberal Arts

Sheila White, Faculty

M.A., Northern Arizona University English
 M.Ed., Northern Arizona University, Bilingual & Multicultural Education.
 B.A., University of Arizona, Theatre Arts

Don Whitesinger, Faculty

M.A.T., Rhode Island School of Design
 B.A., Arizona State University, Studio Arts
 A.A., Institute of American Indian Arts, 2/D Art

Karen Willeto, Faculty

M.A., Eastern Michigan University, Fine Arts (Photography)
 B.F.A., Eastern Michigan University, Fine Arts (Photography)
 B.A., University of Colorado, Education

School of Science, Technology, Engineering and Math

Mark C. Bauer, Faculty

Ph.D., Northwestern University, Anthropology
 M.A., Northwestern University, Anthropology
 B.A., Ohio State University, Anthropology

Michael P. Begaye, Faculty

Ph.D., New Mexico Institute of Mining and
 Technology, Chemistry
 M.S., University of New Mexico, Chemistry
 B.S., Fort Lewis College, Chemistry

Frederick Boyd, Faculty

Ph.D., University of Florida, Medical Science and Physiology
 B.S., University of Wisconsin, Zoology

Roberta Barbalace, Faculty

M.S., Colorado State University, Animal Science
 M.S., Miami University, OH—Botany
 B.A., Rutgers University, NJ—Biology & Chemistry

Carrie A. Cate, Faculty

Ph.D., Texas A & M University, Entomology
 M.S., Mid-Western State University, Biology
 B.S., West Texas State University, Geology

Christopher Guyer, Faculty

M.S., Iowa State University, Interdisciplinary Grad. Studies
 M.S., Iowa State University, Psychology

Kathryn Hartzell, Faculty

M.P.H., University of Utah, Public Health
 M.A., Cornell University, Anthropology
 M.A., University of Colorado, Anthropology
 B.A., Hamilton College, NY, Comparative Lit. & Geology

Shazia Tabassum Haskim, Faculty

Ph.D., University of Karachi, Microbiology
 M.Sc. University of Karachi, Microbiology
 B.Sc., University of Karachi, Microbiology

Barbara Klein, Faculty

M.S., Iowa State University, Microbiology
 M.A., Clarke College, IA., Computer Application in Ed.
 B.A., Mercyhurst College, PA, Chemistry

Kenneth D. Locey, Faculty

Ph.D., Utah State University, Biology
 B.S. University of Central Oklahoma, Biology

Carmella Kahn, Faculty

Ph.D., University of Arizona, Public Health
 M.Ph., University of Arizona, Public Health
 B.S., University of Arizona, Microbiology

Oleksandr Makeyev, Faculty

*Ph.D., Clarkson University, Engineering Science
M.S., Taras Shevchenko National University, Statistics
B.S., Taras Shevchenko National University, Mathematics*

Valiollah Manavi, Faculty

*M.S., Southern Illinois University, Engineering
B.S., University of New Haven, Engineering*

Margaret Mayer, Faculty

*M.S., University of Rhode Island, Botany
B.A., University of Colorado, Fine Arts*

John Murray, Faculty

*Ph.D., Clemson University, Engineering
M.S., University of South Florida, Engineering
B.S., University of South Florida, Engineering*

Dennis Price, Faculty

B.S., Northern Arizona University, Agriculture

Donald K. Robinson, Jr., Faculty

*Ph.D., Maharishi University of Management, Physiology
M.A., Maharishi International University, Science of Creative Intelligence
M.S., Maharishi International University, Physiology
M.S., The University of Akron, Biology
B.S., Northern Arizona University, Biology*

Anne Semrau, Faculty

*M.S., Antioch New England, Environmental Studies
B.S., University of Texas, Chemistry*

Tammy Tom, Faculty

*M.A., University of Phoenix, Education/Curriculum & Instruction–Mathematics
B.A., Arizona State University, Education*

Willis R. Tsosie, Faculty

*M.S., Montana State University, Information Processing & Communication
B.S., Rocky Mountain College, Computer Science
A.A., Little Big Horn College, Data Processing*

Chengde Wang, Faculty

*Ph.D., Arizona State University, Mathematics
M.S., Beijing Biss International School, Mathematics
B.S., Beijing Biss International School, Mathematics*



The Navajo Nation is Our Campus

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Ph: (928) 674-3319

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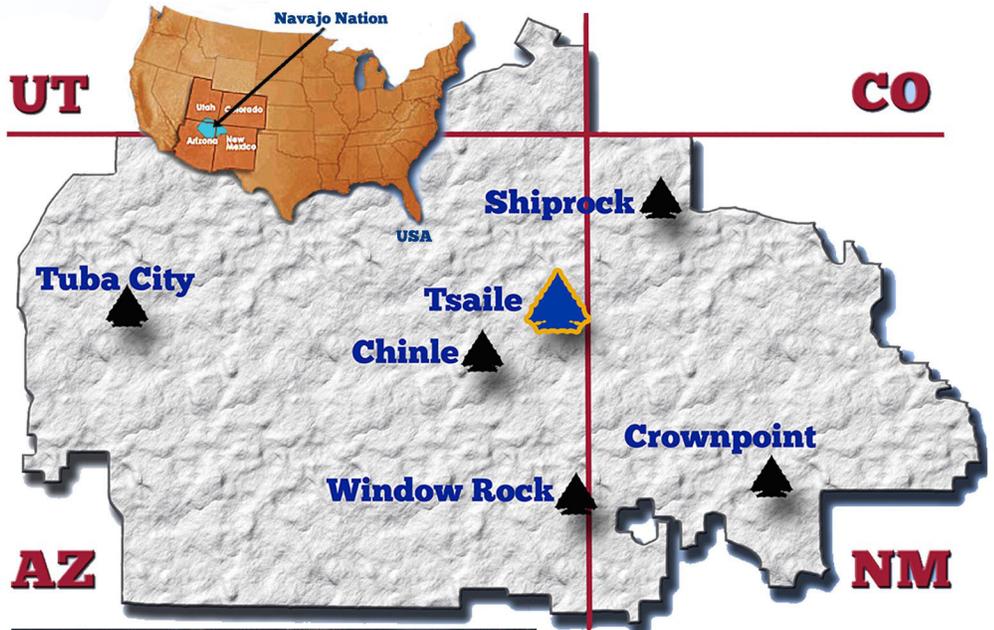
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