



# Associate of Arts Diné Studies

A C A D E M I C   P R O G R A M   R E V I E W   2 0 2 5







# MEET OUR TEAM



**Thomas Littleben, Jr.**

Faculty

Program Lead

Diné Practitioner

B.S., Northern Arizona University,

Elementary Education

A.A., Diné College, Diné Studies

A.A., Diné College, Navajo Language



**Roger Benally**

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Diné Practitioner

M.Ed., Doane College,

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M.Ed., Doane College,

Curriculum & Instruction

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**Lorenzo Max**

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Diné Practitioner



**Leigh Ann Toadlena**

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A.A. Nav. Comm. College.

BSed Elementary Education &

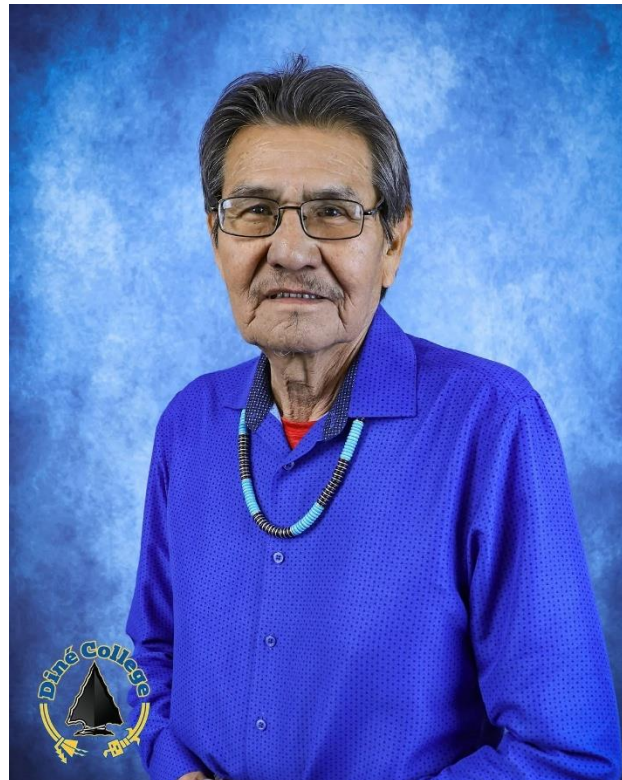
MEd Bilingual & Multicultural

Education NAU





# MEET OUR DINÉ STUDIES TEAM



**David P Nez**  
School Dean  
Master of Diné  
Language, Culture &  
Leadership  
NTU 2018



**Dr. Avery Denny**  
Faculty  
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Honorary Doctorial  
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**Dr. Wilson Aronilth, Jr.**  
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**Martha Austin-Garrison**  
Faculty  
MA, Educ, ASU  
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# MEET OUR TEAM



**Michelle Whitstone, PhD Abd**

Program Lead  
University of  
Saskatchewan



**Andrea Charlie**

Faculty  
AA – Dine' College  
BA – ASU  
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**James Nez**

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**Rex Lee Jim**

Former Dean & Faculty  
Ordained Diné Blessingway Practitioner  
M.A.Lit., Middlebury College, Masters of  
Letters in English  
M.A., Middlebury College, English  
B.A. Princeton University, English





# VISION & MISSION

## 01. Vision

Sa'ah Naagháí Bik'eh Hózhóón: Living a long, beautiful life. A life that includes respecting based on the natural elements and life on Earth. Instill the foundational Diné principle of "T'áá Hó Ájít'éego".

## 02. Mission

Nihizaad Bee Nihee Ó'ool'ííł Náás Yiilyééł. Our Language Maintains Our Way of Life.

Purpose: Ółta'í ádił nidłįgo dóo t'áá bí át'éego bee nidínóotįłgí hazhó'ó ałkéé' sinilgo yinahjį' Naayée'eeek'ehgo dóo Hózhóójk'ehgo Na'nitin ádiłh yidoolyéł. The purpose of the Diné Studies is to sustain basic principles of Diné knowledge. The program prepares students to pursue a baccalaureate degree in Southwest Studies, American Indian Studies, Indigenous Studies, anthropology, and related fields.

## 03. Program Goals

The program aims to prepare students to develop and internalize lifelong skills for self-direction, personal motivation, and self-respect through Diné Protection Way and Blessing Way Teachings.





# Overview Data Summary: AA Diné Studies

Overview – Fall Only	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Undergraduate Headcount	34	32	32	40
Total Student Full-time Enrollment	16	13	14	16
Total Student Part-time Enrollment	18	19	18	24
Total Students that graduated (fall & spring)	0	1	0	2
Cohorts: The data shown here are cohorts by term.	Fall 2020	Fall 2021	Fall 2022	Fall 2023
# of students in cohort (FTF & NT)				
Persistence Trend (fall to spring)	44%	20%	43%	67%
Retention Trend	33%	0%	14%	67%
Graduation Trend				
Following a Cohort of students from 2018 over the course of six years, ALL programs at the institution have a 7% chance of students declaring a major and graduating with the major.				

It is promising to see the enrollment and retention rates continue to stay consistent to some extent. Some important factors to consider in regards to enrollment and retention are practices related to engagement. Student engagement and retention fluctuate with consideration to many factors that are not easily depicted through numerical data.

These factors include and are not limited to the following (not listed in any order of priority):

- Availability of courses needed for graduation.
- Partial or Full-time employment.
- Parenting
- Meeting the needs of traditional and non-traditional enrollment.
- Student Advisement and Collaboration
- Availability of faculty
- Unforeseen circumstances that arise due to personal needs like health or well-being.
- Housing and Transportation
- Offering various modalities of instruction that meet student needs and demands as well as faculty.



# Changes since the last APR

## APR 2017

Several highlights:

- External Reviewer: Dr. Vincent Werito
- In the previous year, the department developed a new curriculum map (matrix) to aide a more comprehensive assessment planning process as well as informing student needs and awareness.
- The need for faculty who are adept in traditional cultural knowledge remains a priority.
- 2016, the program began preparations for a BA program.
- Action Plans were not included in the 2017 APR Report.
- Diné College is not a research institution.
- CDS had their own, in-house ad hoc committees; one of them was an APR Committee.

## APR 2025

The emphasis on instilling a sustainable Diné knowledge base has since been enhanced through virtual platforms that have given more access to students in terms of course availability and myriad instructional modalities.

External Reviewer: Dr. Vincent Werito

Overall purpose and goals remain: Ółta'í ádił nidlį igo dóó t'áá bí át'éego bee nidínóotįįłígíí hazhó'ó ałkéé' sinilgo yinahjį' Naayée'eek'ehgo dóó Hózhóó,jík'ehgo Na'nitin ádiłh yidoolyééł.

Development of Na'alcaah Bee Honti' – Research office.

PSLOs and the curricular matrix remain unchanged (9 PSLOs).



# DEGREE PROGRAM OVERVIEW

## Description

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.







# CURRICULUM

As related to the program's mission, "*Nihe'iina' Náás Yiilyéél*. To be responsible for Our Way of Life," the following are the main PSLOs (Program Student Learning Outcomes):

1. Express k'é relationships through written and oral communication. **K'é nídzingo k'é neizo dóó yee yálti' dooleet.**
2. Explain the importance of Diné self-awareness. **Dinéjí bił nilí jgo yee yálti' dóó yee ádaa'ákonidzin dooleet.**
3. Demonstrate appreciation for oral/written Diné historical and cultural comparison and perspectives through western knowledge. **Dinéjí ákéé' náhane' dóó ó'ool'jįł bił nilí jgo yaa yálti'go dóó neizogo Bilagáanajį yił ałhaąh neinił dooleet.**
4. Articulate the importance of Diné wellness. **Diné k'ehgo ádaa áháyał bił nilí jgo íishjání áyósinił dooleet.**
5. Apply Diné problem solving and decision making to Navajo Nation, community and individual situations. **Diné Bikéyah t'áá náhwiiz'á á dóó diné kééhát'į jgi dóó t'áá lá'í dzizínigi anídahazt'i'ii la'doolnít.**
6. Demonstrate knowledge of style and mechanics of writing, and research techniques such as evaluation and documentation of evidence. **Saad naadzo atisdi ádaat'éii yee na'alkaahgo binahjį' éedahózinii íishjání áyósingo yee naalnish dooleet.**
7. Engage in conversation and present information orally in Navajo, on or through a variety of topics at the intermediate to advanced level. **Diné yił ahił halne'go baa nídahat'íinii ał'ąą ádaat'éii yaa niyálti'go íishjání áyósinił dooleet.**
8. Demonstrate Navajo language writing skills on a variety of topics at the intermediate to advanced level. **Dinéjí hane' ał'ąą ádaat'éii naaltsoos bikáa'jį' neizo dooleet.**
9. Comprehend written and spoken Navajo language on a variety of topics at the intermediate to advanced level. **Dinéjí na'adzo dóó yáti' náás hideesnilgo ał'ąą ádaat'é hane' yik'i'diitjįh dooleet.**

# DEGREE CHECKLIST

## 2016-2017

### Overall 40-43 Hours of General Education Courses (left column)

- Fewer courses under Humanities & Fine Arts, 6 hrs.
- Math has 3 courses added, still 3-4 hrs.
- Navajo Studies, 9-10 hrs.
- Phys. Ed. 2-3 hrs.
- Lab (one has to be BIO) 8 hrs
- Social & Behavioural Sciences, 6 hrs.

### Overall 27-31 Hours of Program Requirements (right column)

- NAV – lower course (3 or 4 credits each)
- NAV – 200 level course (3 or 4 credits each)
- NIS 220 – Nav Oral Hist (3 credits)
- NIS 225\_ANT225 – Indians of the US & North America (3 credits)
- NIS 226\_POS226 – Navajo Nation Govn't (3 credits)
- 4 more courses from a list of electives.
  - NAV – language courses (3 credits)
  - Diné Culture, Philosophy, Govn't courses (3 credits)
  - Diné Cultural Arts (NIS) – no more than 2 (3 credits)

2016 - 2017 Graduation Advisement Checklist (AA) Associate of Arts Degree Program							
STUDENT: _____		ID #: _____		Dine Studies 67 - 74 credits			
ADVISOR: _____							
Must pass reading proficiency or test out: FST 131 _____				grade or test scores _____		Finalized: 08/01/2016	
Course No & Title	Credit	Transfer	Grade	Course No & Title	Credit	Transfer	Grade
<b>GENERAL EDUCATION CORE REQUIREMENTS</b>				<b>PROGRAM REQUIREMENTS</b>			
<b>COMMUNICATIONS (6 hrs)</b>							
ENG 101 Freshman English I	3.0			NAV Crs: (beyond Gen.Ed. Req)	3.0/4.0		
ENG 102 Freshman English II	3.0			NAV Crs: (additional 200 level or above)	3.0/4.0		
<b>HUMANITIES/FINE ARTS (6 hrs)</b>				NIS 220 Navajo Oral History 3.0			
Student must choose 2 courses from any listed				NIS 225/ANT 225 Indians of the U.S & North America 3.0			
Art History (ARH); Fine Art (FA); Humanities (HUM); ENG 212, 213, 231, 233, 234, 241, 297; Theater (THR) 101, 102				NIS 226/POS 226 Navajo Nation Government 3.0			
	3.0			<b>Program Credits: (15-17 hrs)</b>			
	3.0						
<b>MATHEMATICS (3-4 hrs)</b>				Electives: Must take a total of 4 Courses from the following list for a total of 12-14 credits of electives. Courses used to fulfill electives below may NOT be used to fulfill General Education or Dine Studies Core Program Requirements. Courses may be chosen from one area or a mixture of different areas below to total 12-14 credits			
Student must take appropriate course based on major				Dine' Bizaad (NAV) Course(s): 200 level or above:			
MTH 106 Survey on College Math	3.0			(No more than 4 courses)			
MTH 110 College Algebra	4.0			NAV 3.0			
MTH 114 College Mathematics	4.0			NAV 3.0			
<b>NAVAJO STUDIES (9-10 hrs)</b>				NAV 3.0			
One NAV course, based on placement test				NAV 3.0			
NAV	3.0/4.0			<b>(0-14 hrs)</b>			
NIS 111 Foundation of Navajo Culture	3.0			Dine Culture, Philosophy and Government (NIS) Course(s): 200 level or above			
NIS 221 Navajo History to Present	3.0			(No more than 4 courses)			
<b>PHYSICAL EDUCATION AND HEALTH EDUCATION (2-3 hrs)</b>				NIS 222 Contemporary Indian Affairs 3.0			
PEH 122 (2 credit) or HEE 110, 111, 112 (3 credits) or				NIS 261 Navajo Oral Tradition and Styles 3.0			
choose from any two courses of PEH 113 through 148				NIS 292 Native American Holistic Expression 3.0			
HEE/PEH	2.0/3.0			NIS 294 Dine' Education Philosophy I 3.0			
<b>LABORATORY SCIENCE (8 hrs)</b>				NIS 295 Dine' Education Philosophy II 3.0			
Choose one Life Science with lab from BIO; and one Physical Science with lab from: AGR, AST, CHM, ENV, GLG, PHY or PHS				<b>(0-12 hrs)</b>			
	4.0			Dine' Cultural Arts (NIS) Course(s): No more than 2 courses from:			
BIO	4.0			NIS 101; NIS 103; NIS 105; NIS 107; NIS 108; NIS 150; NIS 160; NIS 205			
<b>SOCIAL AND BEHAVIORAL SCIENCES (6 hrs)</b>				NIS 208 3.0			
Choice of one HST 101, 102, 135, 136 & one from ANT, ECO, POS, PSY, SOC, SSC, SWO				3.0			
HST	3.0			<b>(0-8 hrs)</b>			
	3.0			Prog Credits: (27-31 hrs)			
<b>Gen Ed Credits: (40-43 hrs)</b>							
Note: must pass all courses with "C" grades or better							





# DEGREE CHECKLIST

## 2024-2025

### Overall 39-40 Hours of General Education Courses (left column)

- A lot more courses under Humanities & Fine Arts, still 6 hrs.
- Math 110 only, 4 hrs.
- Navajo Studies, 9-10 hrs.
- Phys. Ed. 2-3 hrs.
- Lab (one has to be BIO plus ENV 101 or GLG 101) 8 hrs
- Social & Behavioural Sciences, 6 hrs.

### Overall 28 Hours of Program Requirements (right column)

- Required Courses (12 credits)
  - NAV 212, NIS 220, NIS 225\_ANT225, NIS 226\_POS226
- NAV language emphasis (10 credits) **OR**
- NIS (Navajo Indian Studies) emphasis (10 credits)
- 2 more courses from a list of electives (6 credits)
  - NCA (Navajo Cultural Arts) courses

2024 - 2025 Advisement Checklist									
Associate of Arts Degree									
Dine Studies (67 - 68 credits)					STUDENT: _____ ID # _____				
COURSE NO & TITLE					COURSE NO & TITLE				
CREDIT					CREDIT				
TRANSFER					TRANSFER				
GRADE					GRADE				
GENERAL EDUCATION CORE REQUIREMENTS					PROGRAM REQUIREMENTS				
COMMUNICATIONS (6 hrs)					NAV 212 Navajo Literacy and Grammar II 3.0				
ENG 101 College Composition I 3.0					NIS 220 Navajo Oral History 3.0				
ENG 102 College Composition II 3.0					NIS 225/ANT 225 Indians of the U.S & North America 3.0				
					NIS 226/POS 226 Navajo Nation Government 3.0				
HUMANITIES/FINE ARTS (6 hrs)					Prog Credits: (12 hrs)				
Student must choose two courses with different prefixes from:					EMPHASIS: Must take a total of 3 courses from one the following emphasis list for a total of 10 credits. Courses used to fulfill electives below may NOT be used to fulfill General Education or Dine Studies Core Program Requirements.				
ARH 110; ARH 211; ARH 213; ARH 214; CW 208; ENG 231; ENG 233;					Do not select courses from the Emphasis, and mix or choose from either emphasis.				
ENG 234; ENG 236; ENG 238; ENG 241; FA 106; FA 107; FA 112; FA 115;									
FA 120; FA 121; FA 131; FA 178; FA 181; FA 182; HUM 105; HUM 131;									
HUM 151; HUM 152; HUM 221; HUM 250; LIB 110; THR 101; THR 102									
MATHEMATICS (3.0 or 4.0 hrs based on major)					NAV 231 Medical Terminology of the Navajo 3.0				
MTH 110 College Algebra 4.0					NAV 240 Navajo Public Speaking 3.0				
					PSY 290/SWO 290 Research Methods 4.0				
NAVAJO STUDIES (9-10 hrs)					(10 hrs)				
One NAV course, determined by placement test					OR				
NAV 101,102,201,202 or 211 3.0/4.0					Navajo and Indian Studies (NIS) course(s)				
NIS 111 Foundation of Navajo Culture 3.0					NIS 222 Contemporary Indian Affairs & Tribal Gov't 3.0				
NIS 221 Navajo History to Present 3.0					NIS 261 Navajo Oral Tradition and Styles 3.0				
					PSY 290/SWO 290 Research Methods 4.0				
LABORATORY SCIENCE (8 hrs)					(10 hrs)				
Choose one Life Science with lab: BIO 100; BIO 160; BIO 181; BIO 182; and					INCLUDE ELECTIVES				
one Physical Science with lab: CHM 130; CHM 151; ENV 101; GLG 101;					Navajo Cultural Arts (NCA) Course(s): No more than 2 courses from:				
PHS 110; PHY 101; PHY 110					NCA 101; NCA 103; NCA 105; NCA 107; NCA 108; NCA 201; NCA 203;				
BIO 100 OR 160 4.0					NCA 205; NCA 206; NCA 207; NCA 208				
ENV 101 OR GLG 101 4.0									
SOCIAL & BEHAVIORAL SCIENCES (6 hrs) 1 HST plus 1 additional crs					(6 hrs)				
Choice of one: HST 101; 102; 135; 136;					Prog Credits: (28 hrs)				
ANT 111; ANT 112; ANT 160; ANT 210; ANT 250; ECO 111; ECO 200;									
ECO 201; NAS 111; NAS 200; NAS 250; POS 111; POS 170; PSY 111;									
PSY 240; SOC 111; SOC 215; SOC 230; SSC 110					Expected graduation date:				
HST 3.0					Advisor Signature: _____				
NAS 111 Native American Studies 3.0 FA24									
Gen Ed Credits: (39-40 hrs)					FINAL: 040324				
MUST pass all above courses with "C" grade or better									





# DINE IDENTITY & PROGRAM UNIQUENESS



The smell of cedar fills the gymnasium and the sound of shuffling moccasin steps progress as students move from their chairs to receive their diplomas, walk across the stage and continue to the alter where the azee' (medicine bundle) sits and where the embers provide a continuous stream of cedar smoke, where they bless themselves and their newly acquired tokens of accomplishment as they envision their dreams coming to life.

*Everyone sings the recessional song, written and composed by Dr Avery Denny with the teachings of Sa'ah Naagháí Bik'eh Hózhóón; duality, and t'áá shá bik'ehgo, in tow. The lyrics are nothing new and most, if not all, understand the meaning of the song. We become one under the sun and through this sustainable, sacred connection everything that once seemed quite unattainable, for once, becomes real.*



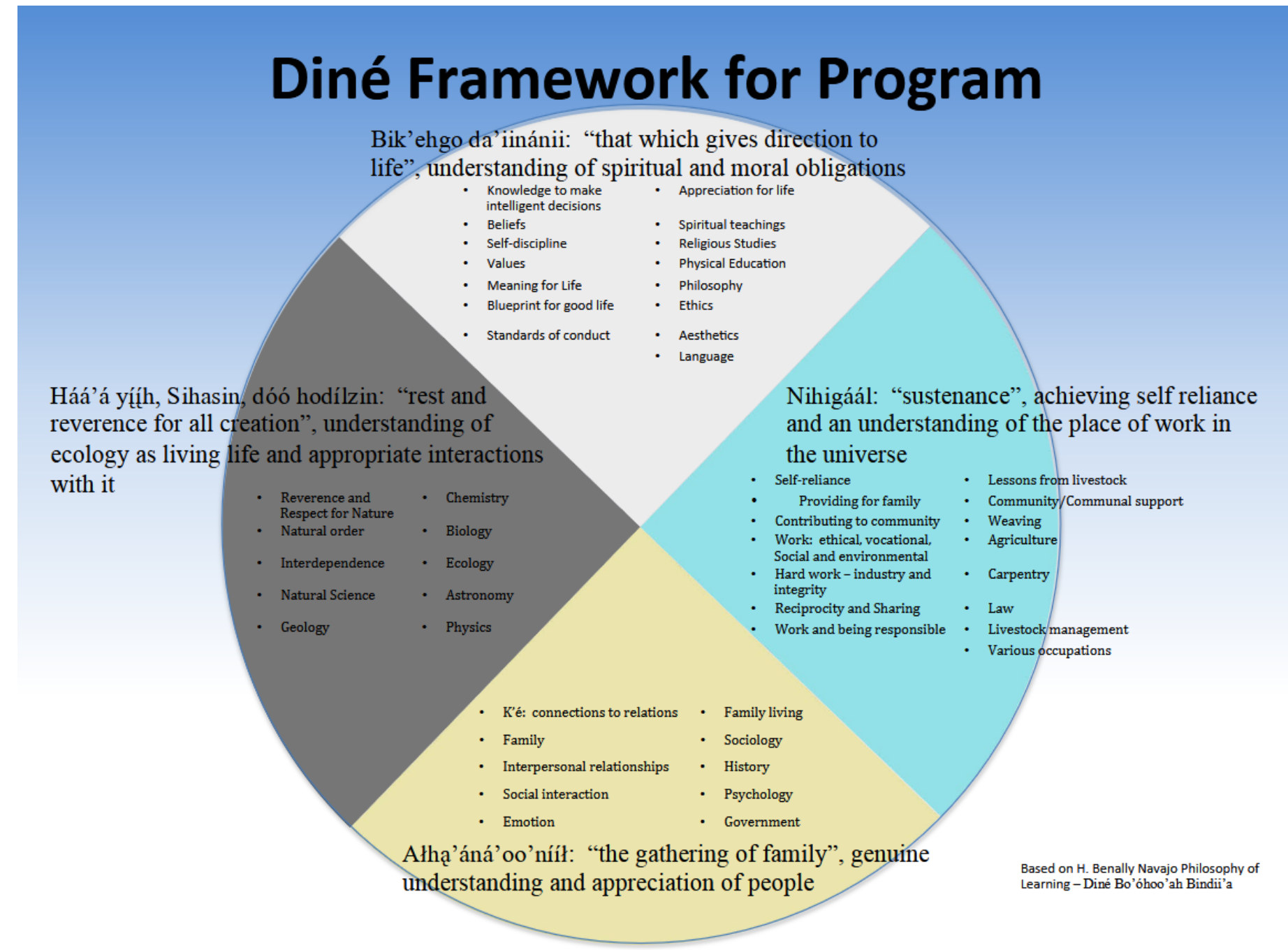
Diné College Song  
Recessional



# INSTRUCTION METHODS

Instructional delivery methods are taken into consideration through a case-by-case basis that also includes the needs of the students (and or faculty). Instructional delivery utilizes Canvas LMS. Types of modalities include and are not limited to:

- Face to Face Instruction
- Blended: synchronous instruction that creates convenient access to curricular content from the comfort of home or work, along with face to face instruction.
- Asynchronous Online: mostly independent study, where applicable.
- Interdisciplinary: Navajo Law courses, Psychology courses, and other courses associated with the Public Health program (ie., medical terminology), including Dual Credit Program courses are taught by Diné Studies faculty.
- Diné knowledge concepts are taught through these different modalities.
- Faculty continue to take professional development locally and online.





# ASSESSMENT OF STUDENT LEARNING OUTCOMES

## AA Diné Studies Degree Program

### Program Mission

*Nihe'iina' Náás Yíilyéél.* To be responsible for Our Way of Life

### Program Purpose

The purpose of the Diné Studies is to sustain basic principles of Diné knowledge.

The program prepares students to pursue a baccalaureate degree in Southwest Studies, American Indian Studies, Indigenous Studies, anthropology, and related field.

Ółta'í ádił nidłjigo dóó t'áá bí át'éego bee nidínóotjį́ígíí hazhó'ó ałkéé' sinilgo yinahjį' Naayéé'ee'ehgo dóó Hózhóójík'éhgo Na'nitin ádiłh yidoolyéét.

### Program Goals

The goal of the program is to prepare students to develop and internalize lifelong skills for self-direction, personal motivation, and self-respect through Diné Protection Way and Blessing Way Teaching.

### Program Student Learning Outcomes

2016 PSLO's were Revised because the program started to offer one Diné Studies degree program: CDS has developed completely new Program

Student Learning Outcomes, to accompany its newly revised AA Diné Studies with emphasis Diné Studies or Navajo Language.

#### 1. Express k'é relationships through written and oral communication.

K'é nídzingo k'é neizo dóó yee yáłti' dooleet.

#### 2. Explain the importance of Diné self-awareness.

Dinéjį bił niljįgo yee yáłti' dóó yee ádaa'ákonidzin dooleet.

#### 3. Demonstrate appreciation for oral/written Diné historical and cultural comparison and perspectives through western knowledge.

Dinéjį ákéé' náhane' dóó ó'ool'jįł bił niljįgo yaa yáłti'go dóó neizogo Bilagáanajį yil athąąh neinil dooleet.



**4. Articulate the importance of Diné wellness**

Diné k'ehgo ádaa áháyą bił niljigo íishjání áyósín dooleet.

**5. Apply Diné problem solving and decision making to Navajo Nation, community and individualsituations.**

Diné Bikéyah t'áá náhwiiz'ąą dóó diné kéehát'jigi dóó t'áá lá'í dzizínigi anídahazt'i'ii ła' doolníít.

**6. Demonstrate knowledge of style and mechanics of writing, and research techniques such as evaluation and documentation of evidence.**

Saad naadzo atisdi ádaat'éii yee na'ałkaahgo binahjį' éédahózinii íishjání áyósingo yee naalnish dooleet.

**7. Engage in conversation and present information orally in Navajo, on or through a variety of topics at the intermediate to advanced level.**

Diné yił ahił halne'go baa nídahat'íinii a'ąą ádaat'éii yaa niyáłti'go íishjání áyósín dooleet.

**8. Demonstrate Navajo language writing skills on a variety of topics at the intermediate to advanced level.**

Dinéjį hane' a'ąą ádaat'éii naaltsoos bikáa'jį' neizo dooleet.

**9. Comprehend written and spoken Navajo language on a variety of topics at the intermediate to advanced level.**

Dinéjį na'adzo dóó yáti' náás hideesnilgo a'ąą ádaat'é hane' yik'i'diitjįh dooleet.

Assessment of 2016-2024 PSLO 1: Express k'é relationships through written and oral communication. K'é nídzingo k'é neizo dóó yee yáłti' 20 dooleet.

This PSLO is being assessed in all NAV 101 and NIS 111 courses in Fall 2016, since the outcome is addressed in the content of each of these courses. In NAV 101 courses the PSLO is being assessed using an oral presentation in Navajo that will be scored via a rubric. In NIS 111 students write a paper that addresses content related to the PSLO, and the paper is assessed based on a rubric. Both writing prompts and rubrics are inserted in this section, following the AA Diné Studies Program Curriculum



# Na'alkaah bee 44h0zin7g7'

v.7.11.2018

				English <input type="checkbox"/>			
DIRECTIONS	What is Measured	4	3	2	1	0	Notes/ Total
Response to prompt: (Point to <u>boy</u> <u>near</u> <u>cat</u> ) <u>Díí ashkíí ha'át'íish yaa naaghá?</u>	Speaking Ability, Verb usage, vocabulary, Listening Comprehension	Fully comprehends question. Clearly, <u>thoroughly responds.</u>	Fully comprehends question. Somewhat clearly and thoroughly responds.	Comprehends with some difficulty, responds unclearly or less than thoroughly <u>and/or Responds in English <input type="checkbox"/></u>	Struggles to comprehend, struggles to respond clearly and thoroughly <u>and/or Responds in English <input type="checkbox"/></u>	Does not comprehend question. Cannot respond at all	Notes:  <u>Score: __</u>



v.7.11.2018

DIRECTIONS	What is Measured	4	3	2	1	0	Notes/ Total
Physical response to: -Eíí la' shaa ní' aah. -Eíí la' shaa ní'ííh. -Eíí la' nííííí. -Eíí la' nííííí.	Listening Comprehension Handling Verbs	Fully comprehends direction. Completes the action quickly.	Comprehends direction. Completes the action with some hesitation.	Has difficulty to comprehend direction. Completes the action with hesitation, or completes action with incorrect object.	Struggles to comprehend direction. Hesitates to complete action. Completes a different action than asked.	Does not comprehend question. Cannot respond at all	Notes: Score: _____

## DINÉ COLLEGE DINÉ BIZAAD PLACEMENT EXAM

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
DATE: \_\_\_\_\_ DC Campus: \_\_\_\_\_ Tester: \_\_\_\_\_

**GETTING STARTED:** When you take student to do one-on-one interview – **KEEP THIS RUBRIC/GRADING SHEET behind a computer or something else to obstruct their view of what you are writing.**

1. Greet the student in English, and ask them to sit down.

**2. \*\*\*Important: Start by reading the statement below to student:**

*"I will be asking you questions and asking you to respond in Navajo. Please answer **in Navajo as much as you can**. If you can't answer all in Navajo, **that's OK**, then you can answer in Navajo and English, or English only. If you don't understand, **that is OK**, just say, "next question," and we can keep moving along. I cannot translate questions – and I cannot confirm what I am asking in Navajo (students sometime say, you asked this right?). But I can repeat what I am asking or saying, in Navajo, so just say "repeat," if you'd like. There is no judgment with this exam – it's confidential– No prizes, no kicking anyone out - it just helps us to place you appropriately. Lastly, **please try to respond as thoroughly as you can, using complete sentences**, based on how you understand what is said. **We are doing this assessment with all Diné College language students. Just make yourself comfortable, no need to be nervous.**"*

BASIC QUESTIONS	What is Measured	4	3	2	1	0	Notes/ Total
Response to Yá'át'ééh. Haash dóone'é níł?	Listening Comprehension, Speaking, Cultural Knowledge	Fully comprehends question. Clearly, <u>thoroughly responds</u> . Demonstrates <u>thorough</u> knowledge of clans	Fully comprehends question. Mostly clearly and thoroughly responds. Demonstrates <u>some</u> knowledge of clans	Comprehends question with some difficulty, somewhat unclear and less than thorough response. May demonstrate little knowledge of clans and/or Responds in English <input type="checkbox"/>	Struggles to comprehend question, struggles to respond clearly and thoroughly, demonstrates little knowledge of clans and/or Responds in English <input type="checkbox"/>	Does not comprehend question. Cannot respond at all	Notes: Score: _____
Response to Háádéé' naniná?	Listening Comprehension, Speaking	Fully comprehends question. Clearly, <u>thoroughly responds</u> .	Fully comprehends question. Somewhat clearly and thoroughly responds.	Comprehends with some difficulty, responds unclearly or less than thoroughly and/or Responds in English <input type="checkbox"/>	Struggles to comprehend, struggles to respond clearly and thoroughly and/or Responds in English <input type="checkbox"/>	Does not comprehend question. Cannot respond at all	Notes: Score: _____
Response to Háadish nighan?	Listening Comprehension, Speaking	Fully comprehends question. Clearly, <u>thoroughly responds</u> .	Fully comprehends question. Somewhat clearly and thoroughly responds.	Comprehends with some difficulty, responds unclearly or less than thoroughly and/or Responds in English <input type="checkbox"/>	Struggles to comprehend, struggles to respond clearly and thoroughly and/or Responds in English <input type="checkbox"/>	Does not comprehend question. Cannot respond at all	Notes: Score: _____
Response to Díkwíish nínaáhai?	Listening Comprehension, Speaking Numbers	Fully comprehends question. Clearly, <u>thoroughly responds</u> .	Fully comprehends question. Somewhat clearly and thoroughly responds.	Comprehends with some difficulty, responds unclearly or less than thoroughly and/or Responds in English <input type="checkbox"/>	Struggles to comprehend, struggles to respond clearly and thoroughly and/or Responds in English <input type="checkbox"/>	Does not comprehend question. Cannot respond at all	Notes: Score: _____

v.7.11.2018

## Spring 2016 Diné College Diné Bizaad Placement Exam Scale

Score	Corresponding NAV Course
51-60	NAV 211
41-50	NAV 202
31-40	NAV 201
16-30	NAV 102
0-15	NAV 101



# PROGRAM FACULTY

## Description Here

Faculty's diverse experiences come together to create a strengthened program design that acknowledges and instills Diné ways of being and coming to know.





# AA Diné Studies

## FACULTY PROFILE

We have diversity among the faculty in terms of the expertise they bring to the table.

- Dean of School of Diné Studies and Education is David P Nez.
- Adjunct and full-time faculty alike teach at Shiprock Campus, Tuba City, and online (emphasis is placed on credentialed, online modalities).
- 6 male faculty are traditional practitioners (nahałáhí ádaat'é).
- All faculty are Diné speakers who are also adept readers and writers of our language (Diné Bizaad).

## STUDENT TO FACULTY RATIO

Range of faculty to student ratio is between 7 to 1 and 10 to 1. The need for courses for graduation and the need for online courses affect class size. Availability of faculty and QM certification also affects class size.

	2020-21	2021-22	2022-23	2023-24
Total Program Faculty/Instructors	4	7	9	8
Full-Time Faculty				
Education (PhD, MA, BA)				
Rank				
Adjunct Faculty				
Education (PhD, MA, BA)				
Rank				
Gender (Female/Male)	1/3	1/6	2/7	2/6
Race/Ethnic (Native/Non-Native)				
Salary Range				

	2020-21	2021-22	2022-23	2023-24
Average Student to Faculty Ratio	10:1	8:1	7:1	10:1





# REFLECTION ON FACULTY MANAGEMENT, CONTRIBUTION & EVALUATION



Faculty attend monthly standing committee meetings, department meetings, required professional development or certification courses (ie., Quality Matters). Full time faculty usually have 12 or more credit workload, of which at least half are to be taught within a classroom setting as described in the Faculty Handbook (Section 600.3), whether they are QM certified or not.

- Transition between BlackBoard to Canvas LMS occurred in June 2025. Faculty are meeting with Canvas LMS IT personnel Jerad Kozey to bring confidence to our Canvas LMS instructional content design, creation, assessment, and correspondence.
- Jenzabar updated within Fall 2024-Spring 2025 (was functional by March 31, 2025. This is where we access Etrieve Softdocs, and Etrieve Student Files.
- Peer evaluations happen once per year, or as recommended or requested.



# STUDENT PROFILE

## Description Here

While the majority of our enrollees remain Native American, the diversity of needs are expansive. Post pandemic measures, the bigger population of enrollees, who are older students, 24 and up (of which a significant number have children and are full-time parents) are returning to their part or full-time jobs and more and more have a need for online instructional delivery options. Due to lack of family housing, and or childcare they are also unable to attend face to face or participate in campus activities, events, and student-oriented organizations.







# STUDENT PROFILE OVERVIEW: AA Degree

First time, first year students enrolling into AA Diné Studies, still represent a smaller number over the past several years, ranging between 3 and 7.

- The number of females enrolled are always larger than the males.
- Ethnic representation continues to be a majority of Native (Diné) student populace.
- 25-49 year old student enrollees for the most part are represented in the double digits compared to those who are between the ages of 13 and 24.
- Chapter based enrollment numbers show Shiprock has more enrollees than Lukachukai, for the Diné Studies department (AA Program0.

Chapter	Total # of students enrolled
Shiprock	18
NULL	13
Rock Point	7
Chinle	7
Lukachukai	6

	2020-21	2021-22	2022-23	2023-24
Full-Time & Part-Time Students – unduplicated, includes fall, spring and summer terms	59	49	63	57
First Time First Year Enrollees	4	3	7	3
Transfer Students	5	3	13	3
Pell Grant Recipient – at least one term	37	23	34	37
Gender = F/M	37/22	33/16	33/30	34/23
Race/Ethnic = Native/Non-Native	57/2	49/0	63/0	57/0
Age Range:				
13-17	0	0	0	0
18-21	12	6	16	14
22-24	6	5	7	7
25-34	21	18	17	9
35-49	10	11	10	15
50 & Older	10	9	13	12



# STUDENT ENGAGEMENT & LEARNING OPPORTUNITIES



## Description Here

Our students are our priority. Their needs are considered when it comes to offering directly needed courses and the most convenient type of course delivery that matches their needs. Giving our students access to quality education that are grounded in the fundamental laws of Diné ways of being and coming to know, is our daily intent and our reason for pushing more opportunities for them to welcome and embrace culturally relevant learning that aides and facilitates their overall sense of Diné well-being.

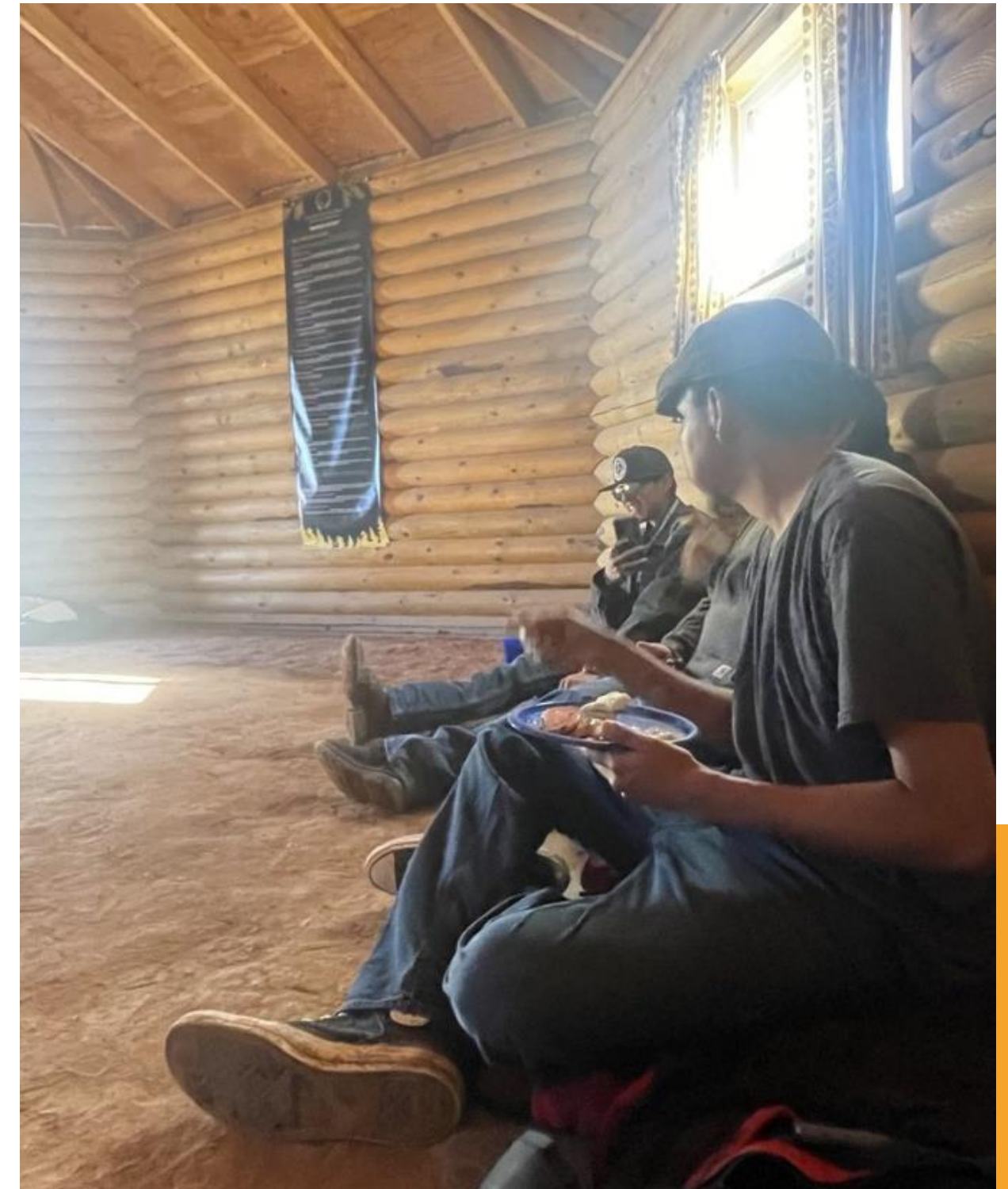


# COMMUNITY ENGAGEMENT

## Community Engagement

Looking at the triangulation of support that help students access maximum services that facilitate degree completion requires supportive collaboration between departments. Some of the activities over the past several years were obstructed by the pandemic.

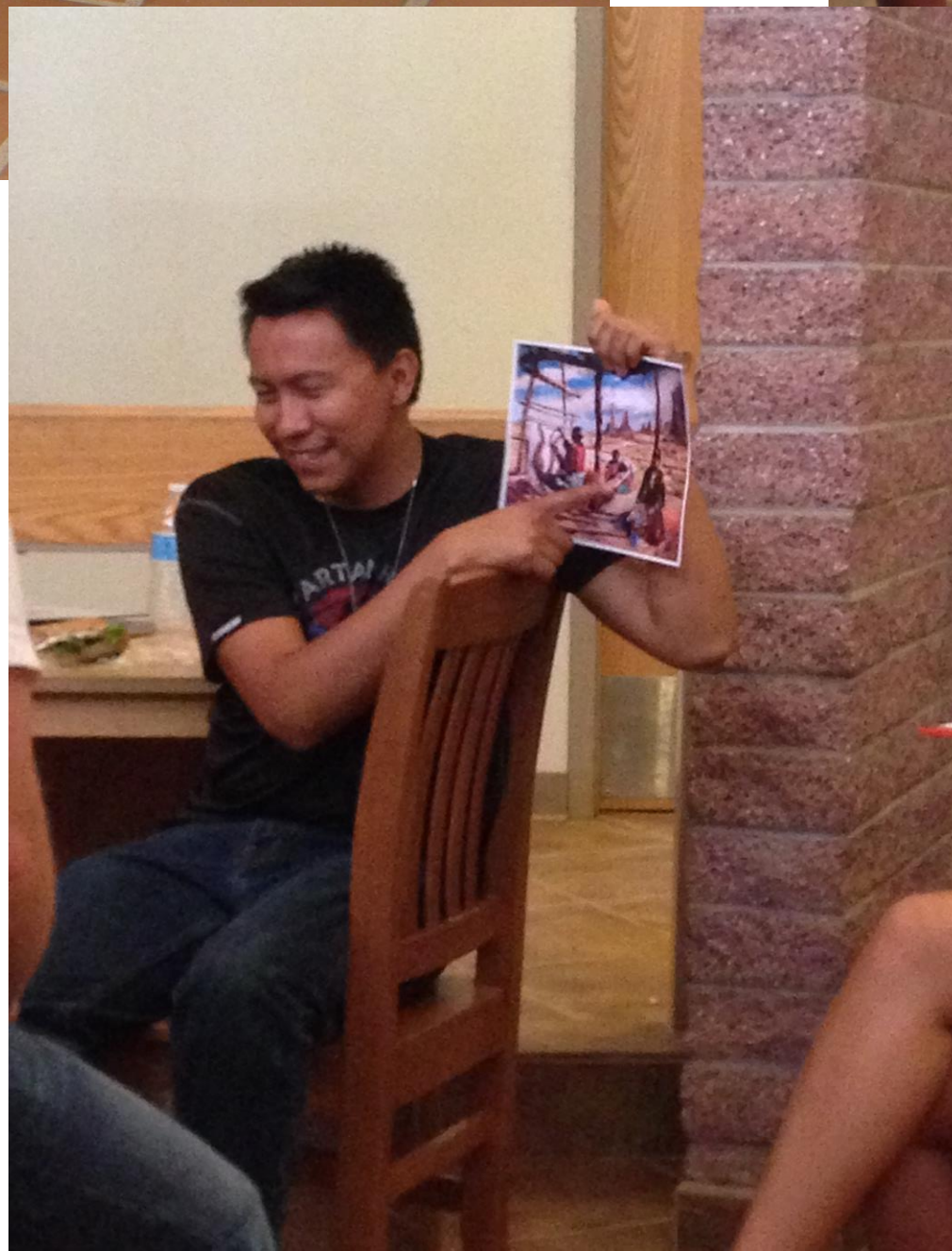
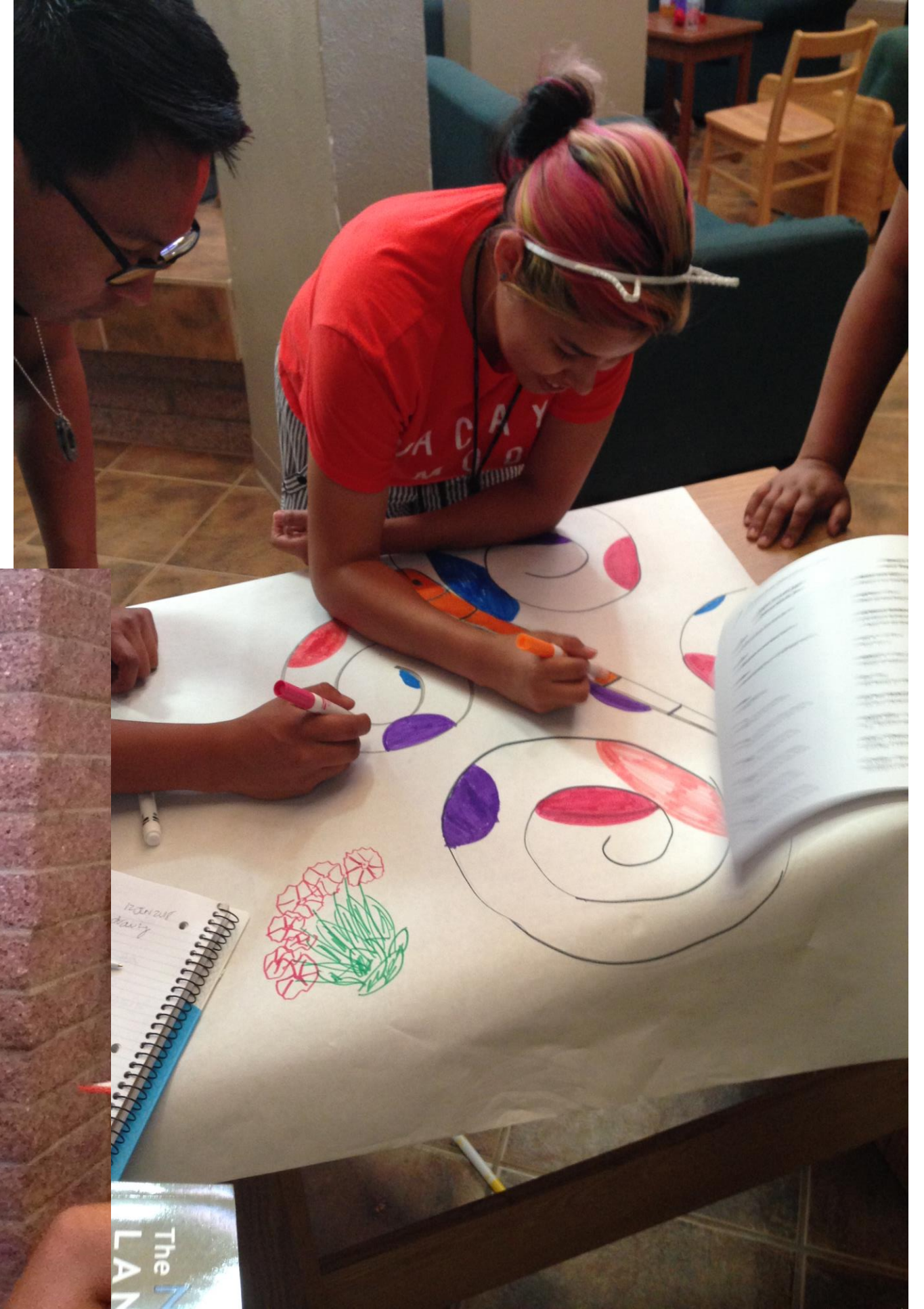
- Traveling to sacred sites is something to look forward to, since most mask mandates and social distancing within the general public have been less enforced, however, still remain a personal practice and choice.
- Extracurricular events are led by the seasonal teachings of our Diné culture.
- Student Success advisors and staff have been very supportive of students by using sustainable practices as related to traditional Diné teachings.
- Johnny Bia, Travis Teller, Avery Denny, Dean Nez, and Lorenzo Max have been working closely with students by going above and beyond their work-related responsibilities to integrate and instill culturally-relevant content into student-oriented, success-oriented, on-campus activities.



























**AZEÉ BEE  
NAHÁGHÁ OF  
DINÉ COLLEGE**

## **MIDTERM PRAYER SERVICE**

**Location | North of Ned Hatathlie Center (NHC) Hogan**

CONTACT | (928) 724-6858 EMAIL | [ABNDC@DINECOLLEGE.EDU](mailto:ABNDC@DINECOLLEGE.EDU)

**MARCH 1, 2024**

- OVERNIGHT PRAYER SERVICE
- SUPPER SERVING AT 5-6PM

**MARCH 2, 2024**

- POST BRUNCH MEAL SERVED  
8-9AM



\*This is a drug and alcohol-free event. The Azeé Bee Nahaghá of Diné College is not responsible for any injuries, theft, or unforeseen incidents. The possessions or use of illegal or illicit drugs is strictly prohibited while attending and participating in this ceremony.



# **HIGH IMPACT PRACTICES**

## **High Impact Practices**

High Impact practices may include experiences such as First Year Seminars, Writing Intensive Courses, Undergraduate Research, e-portfolios, Emphasis on Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, Capstone Courses and Projects.

Within our DC Community, engaging organizations, events, and activities that invigorate student accountability, collaboration practices, and leadership skills (ie., self advocacy) remain the biggest indicators of “t’áá hó ájit’éego” – a Diné principle – that shows students have an innate sense of identity and social responsibility through community engagement practices.

Student organizations such as ASDC and ABNDC collaborate to support each other. They work shoulder to shoulder and knee-to-knee along with their elders, their professors and their kin; their people. They organize events, grapple with funds, and do hard work to gather all necessary materials and goods to host events that support holistic, Diné wellness and well-being through kinship ties with our Diné deities and divinities.

DC Staff and Faculty alike support student led initiatives such as internships, language immersion camps, drum-ties, winter shoe games, and AIHEC prep and participation.



# Diné Bizaad bee Na'nitin Immersion Program







LEARN DINÉ  
BIZAAD IN A  
WEEKEND CAMP  
AT DINÉ COLLEGE  
TSAILE!!

# Diné Bizaad Immersion Camp Nov. 2-4, 2012

## What:

- 2 day Navajo language immersion experience (Friday Nov 2 – Sunday Nov 4, 2012)
- Diné Bizaad learners engage with Fluent speakers of Diné Bizaad
- Held at Diné College, Tsaile Campus
- Purpose of the Camp: to promote oral language proficiency in Diné Bizaad, and to learn about effective ways to teach Diné Bizaad in immersion settings.

## Camp Details:

In order to participate in the Immersion Camp you must:

- Be 18 years or older
- Agree to and sign the “Language Camp Commitment” - an agreement to speak *only* Diné Bizaad for the entire camp
- Submit a **Complete** Registration Packet and \$25 program fee to Glo Edison, Center for Diné Teacher Education (CDTE) office manager (6<sup>th</sup> floor of NHC)
- **Registration Packets found at:** <http://www.dinecollege.edu/cdte/>
- **Note:** There is no prerequisite for enrolling in this camp. If you have questions about your ability to participate see Thomas Littleben, Navajo Language Instructor, or email him: [tlittleben@dinecollege.edu](mailto:tlittleben@dinecollege.edu)

## About the Cost

Food and drinks will be provided for a nominal fee of \$25 per participant (cash only, no checks please). Payment must be made prior to the event to Glo Edison, CDTE office manager. *Please understand that the availability of slots for Navajo language learners is limited and will be available on a first-come, first-served basis, and that all slots will be open until the cash fee is received (we must receive the \$25 fee to register you for the camp).*

For More Information Contact: Thomas Littleben: [tlittleben@dinecollege.edu](mailto:tlittleben@dinecollege.edu)  
or James McKenzie: [jmckenzie@dinecollege.edu](mailto:jmckenzie@dinecollege.edu)



## Diné Bizaad Immersion Camp Schedule: Nov 2-4, 2012

	Friday Nov 2	Saturday Nov 3	Sunday Nov 4
5:00 AM		Prayer/Running	Prayer/Running
6:00		6:00 SHOWER TIME	6:00 SHOWER TIME
7:00		<b>Speakers Meeting [508]</b> Agenda/Topics: Today's Lessons: • Vocabulary • Activities • Props	<b>Speakers Meeting [508]</b> Agenda/Topics: Today's Lessons: • Vocabulary • Activities • Props
7:30		REPETITIOUS SETTING: <b>BREAKFAST &amp; CLEAN UP</b> [Food Prep 514 & 2 <sup>nd</sup> floor Kitchen Meals in 512] (Eat with your Group)  <b>Group A:</b> Setting table, Assist Food Preparers, washing dishes  <b>Group B:</b> Preparing food, cutting, chopping, mixing stirring, cooking  <b>All:</b> Eating, drinking, 3-4 handling verbs for everyone during meal	REPETITIOUS SETTING: <b>BREAKFAST &amp; CLEAN UP</b> [Food Prep 514 & 2 <sup>nd</sup> floor Kitchen Meals in 512] (Eat with your Group)  <b>Group A:</b> Setting table, Assist Food Preparers, washing dishes  <b>Group B:</b> Preparing food, cutting, chopping, mixing stirring, cooking  <b>All:</b> Eating, drinking, 3-4 handling verbs for everyone during meal
9:00		<b>Large Circle Time</b> [South hooghan] Short Activity, Conversation time	<b>Large Circle Time</b> [South hooghan] Short Activity, Conversation time
9:30		"Hóla Hée Sessions" [South hooghan] Q and A?	"Hóla Hée Sessions" [South hooghan] Q and A?
10:00		<b>ACTIVITY: [508]</b> -Native Foods Barsine Marilyn	<b>ACTIVITY: [508]</b> -String Game Roger Thomas L.
12:00 PM		REPETITIOUS SETTING: <b>LUNCH &amp; CLEAN UP</b> [Food Prep 514 & 2 <sup>nd</sup> floor Kitchen Meals in 512] (Eat with anyone) -Open Discussion -All help with all actions of cooking, clean up, etc.	REPETITIOUS SETTING: <b>LUNCH &amp; CLEAN UP</b> [Food Prep 514 & 2 <sup>nd</sup> floor Kitchen Meals in 512] (Eat with anyone) -Open Discussion -All help with all actions of cooking, clean up, etc.
12:30	Arrive to Diné College Gym by 12:30 PM -Welcome (Maggie?) -Proficiency Assessments -Learner Orientation (James) • Survival Words • Flow of Camp • Camp Commitment -Speaker Orientation (Thomas L.)		

2:00	2:00 PM Survival Phrases Session (Thomas L.)	<b>ACTIVITY: [508]</b> -Making Something [??] Amelia Barsine	<b>Closing Activity / Debrief:</b> [2 <sup>nd</sup> floor hooghan or 512] And Evaluations
2:30	-Caravan to Hooghans -Settle in and begin practicing Diné Bizaad!		Depart from Camp
3:00	<b>ACTIVITY:</b> -K'é -Introduction Song? Thomas L. Other Support Speaker???		
4:00		<b>Down Time</b> [5 <sup>th</sup> floor circle] Rest, Sports, Hike, Conversations, etc.	
5:30	REPETITIOUS SETTING: <b>DINNER &amp; CLEAN UP</b> [Food Prep 514 & 2 <sup>nd</sup> floor Kitchen Meals in 512] (Eat with your Group)  <b>Group A:</b> Preparing food, cutting, chopping, mixing stirring, cooking  <b>Group B:</b> Setting table, Assist Food Preparers, washing dishes  <b>All:</b> Eating, drinking, 3-4 handling verbs for everyone during meal	REPETITIOUS SETTING: <b>DINNER &amp; CLEAN UP</b> [Food Prep 514 & 2 <sup>nd</sup> floor Kitchen Meals in 512] (Eat with your Group)  <b>Group A:</b> Preparing food, cutting, chopping, mixing stirring, cooking  <b>Group B:</b> Setting table, Assist Food Preparers, washing dishes  <b>All:</b> Eating, drinking, 3-4 handling verbs for everyone during meal	
7:30	Visual Review and Activity Thomas L.	Visual Review and Activity Amelia	
8:00	Journaling (optional)	Journaling (optional)	



# H1id7g77:

## **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 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 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 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).

## **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).



# CO-CURRICULAR



## Co-curricular

### Library Services

Library personnel are very helpful and enthusiastic when it comes to finding relevant resources for faculty and for students as well. They help with booking the Gorman room for different activities meant for community-building and knowledge-sharing events on campus for faculty, staff, and students alike. The archival material alone is a repository for valuable pieces of our Diné ways, which can help us to remain a sustainable culture with an authentic language that creates our Diné existence into a sovereign existence.

➤ Library's holdings include and are not limited to databases, journals, books, and audiovisual or archival material.

### Student Success Services

Advisors at the Student Success building work mostly through correspondence. Perhaps the administrator are more likely to meet and collaborate, whereas the faculty usually get support from the advisors through softdocs forms and processes that are in place to utilized for the specific needs of our students when it comes to health and well-being. The response rate is very good and the support is superb. Going forward, it would be nice to invite each other to sit and collaborate on community events where we can optimize student engagement and participation.

### Student Learning Center

Director Sonjia Smith is working diligently to collaborate with SDSE faculty in creating a Canvas LMS module that offers great resources related to kinship (k'é) teachings, clanship system, and Diné language resources and tutoring. Periodic, virtual meetings may allow us to share information in regards to student needs.



# Naamish mitsaa / g / 7 / 1t'4

	Fri Aug 8	Sat Aug 9	Sun Aug 10
Breakfast		Oatmeal, muffins, toast, fruit, coffee & juice	Eggs, potatoes, tortillas, salsa, blue corn, spam, cantaloupe, coffee & juice
Lunch	Sandwiches, chips, trail mix, & berries	Sandwiches, chips, trail mix, & water melon	Sandwiches, chips, trail mix, & cantaloupe
Diner	Steaks, corn, chiles, salad, mixed drinks, & cookies	Mutton stew, tortillas, blue corn, mixed drinks, & s'mores	

6 instructors;

## BREAKFAST

2 trays of eggs (20 people)  
30 lbs potatoes (25 lbs + 10 lbs)  
1 sacks flour (20 lbs)  
2 doz muffins  
1 large oatmeal  
2 gal milk  
1 gal salsa  
1 pack spam  
1 gal Canola oil  
5 cantaloupes  
1 big cans of mixed fruit  
1 med bag of blue corn (Valley Store)  
1 large can of coffee  
10 gal of juice (different kinds)

## LUNCH

6 family packs of cold cuts  
4 packs of cheese  
4 packs of mixed salad  
60 rolls  
6 big bags of chips  
1 watermelons  
2 cartons of strawberries  
1 blueberry  
2 raspberry  
½ lbs kiwi  
1 lbs grapes  
1 pineapple  
2 dozen bananas  
5 cases of water (24 per case)

## DINNER

8 lbs of steaks (20 people)  
6 lbs of mutton (stew)  
1 bag celery  
1 bag carrots  
4 zucchini  
3 packs of corn  
15 green chilis

## GENERAL

Ziplock bags  
Crackers  
Trail mix  
Granolas bars  
Graham crackers, chocolate, and marshmallows (20 people)

## TO BE PROVIDED

Trash bags, matches, butane & burner (Littleben)  
Lanterns (Amelia)  
Axes (Littleben)  
First aid kit (Amelia Littlben)  
Tarps (Thomas, James)  
Stakes and poles (Thomas)  
Hammers (Littleben, James)  
Grill (Littleben)  
Pots, pans, utensils (Amelia)  
Utensils for Cooking – spoons, grilling tongs/forks, etc (CDTE?, Thomas)  
Wood (Thomas)  
Fire Permit (Thomas)  
Tools (Thomas)  
Water Barrels (Thomas)  
Ice Chests (Amelia)

## BRING YOUR OWN...

Personal toiletries, washtub, toilet paper  
Eating utensils (plates, forks, knives, etc.)  
Cups and mugs  
Water jug  
Folding chairs  
Shade, tent, poles, stakes, buckets, etc.  
Sleeping bags  
Axe, shovel  
Lantern or flashlight  
Positive attitude

## DOODA – Don't bring!

Throw-away items  
Cell phones, laptops, music players, video games, etc.  
Drugs or alcohol  
Firearms or firecrackers  
Bad attitude

## CONTACT/CELL PHONES

Amelia: 505-908-5879  
Dan: 505-231-9599  
James: 505-235-2550  
Thomas: 928-401-9231

## 2019 Immersion Course Budget

Budget Item	Estimated	Actual	Other
Associate Instructor Compensation (T. Littleben and Roger. B. are instructors of record)			
• All associate/guest instructors donated time			
Camp Site Fees			
• Site fee (donated)	\$0	\$0	
On-Campus Immersion Setting Meals for Instructors			
• Avg. of 3 instructors/meal 6/03-6/14	\$600	\$	
On-Campus Immersion Field Trip Meals: Students/Instructors			
• 24 meals for students & instructors for Canyon de Chelly trip/lessons	\$163.72	\$	
Camp Meals: Breakfast, lunch, dinner, snacks.			
• \$15/day x 5 days x 20-25 participants	\$1,141.33	\$	
Supplies			
Instructional Supplies	\$0		
Camp Supplies:	\$589.40	\$	
<b>Total:</b>	<b>\$2,494.45</b>	<b>\$</b>	

## Inventory of Supplies – Immersion Camp – 5.21.2019

Qty#	Item Name:	Check-Out	5/21/19 update	6/12/18 Update
2	50 Gallon tot box with lid	6/27/15		Present
2	32 ft. X 16 ft. Brown & Gray Tarp	6/27/15		Present
1	Iron Skillet	6/27/15		Present
1	Metal Skillet	6/27/15		Present
24	White Hand Towels	6/27/15		14 Present
1	Dish Soap	6/27/15		1 (12oz)
4	Red & Blue Serving Plates	6/27/15		Present
1	Steel pot with Lid	6/27/15		Present
31	Plastic Plates (red & blue)	6/27/15		Present
8	Hard Plastic Plates (white, green R& light blue)	6/27/15		Present
2	Box of 55 Gallon Black trash bags	6/27/15		Present
6	Teal trays	6/27/15		Present
5	Light Blue Cups	6/27/15		6 present
11	Tall Cups (Red-8/Blue-3)	6/27/15		Present
5	Peach Cups	6/27/15		Present
12	Coffee Lids	6/27/15		13 Present
12	Reusable Coffee Cups	6/27/15		10 Present
32	Bowls (Red/Blue)	6/27/15		Present
1	Transparent Bread Bowl	6/27/15		Present
42	Spoons	6/27/15		35 sm/ 35 lrg present
35	Forks	6/27/15		36 present
35	Butter Knives	6/27/15		Present
4	Tongs	6/27/15		Present
3	Serving Spoons	6/27/15		6 present
1	Green Ceramic Bowl with lid	6/27/15		Present
1	Salt/Pepper	6/27/15		Present
1	White Dish pan	6/27/15		Present
2	Gray Storage Tubs w/o lid	6/27/15		Present
2	Wal-Mart Bags full of new dishes (Plastic Bowls & Cups)	6/27/15		30 cups/ 28 bowls- assorted colors.
1	5 Gallon Water / Drink Cooler			Present
1	Blue/black Hatchet			Present

1	Red/Black Axe			Present
13	Camps – Various Size - black			Present
1	Spool of baling wire			Present
	Metal stakes			Present
24	Assorted Bungles			Present
2	Camp lighters			Present
3	Propane (16oz)			Present
2	Mosquitoes Repellant (6oz)			Present
2	Rope (50ft)			Present
1	Sunblock (8.75oz)			Present
2	Aluminum Foil (150sq ft each)			Present
3	Press’n Seal (140sq ft each)			Present
4	Ziploc freezer quart (54bag each)			Present
3	Ziploc freezer gallon (38bag each)			Present
1	Ziploc big bags (4 bags)			Present
1	Ziploc (Freezer 2 gallon- 10)			Present
1	Ziploc (120 snack bags)			Present
2	First Aid Kit (326 pieces and 351 pieces)			Present
1	Antibacterial soft-soap (56oz)			Present
4boxes	Chewy granola bars (48bars) Granola bars (98bars) Wheat thins (4- 20oz bags)			Present
6	Tie downs (3 w/clamps 3w/o)			Present
3	Bowls- blue, green, turquoise (assorted sizes)			Present
1	Propane (15lb)			Present
2	Grinding stone set			Present
1	Bag of corn kernals			Present
2	Traditional stirring sticks			Present
2	Traditional hair combs			Present
36	Rolls of Tissue			Present
15	Rolls of Paper towels			Present
14	Folding chairs (13 purple- 1 blue)			Present
1box	7 assorted colors of yarn			Present



# COURSE SATISFACTION & GRADUATION SURVEY – “T’áá hó ájít’éego”

## Course Satisfaction

With a smoother navigation process, our faculty will be able to access their course evaluations as filled out by students, so we can collaborate on outcomes and shift or change our instructional practices to meet the needs of the students and our program objectives. OIEP does not have graduation surveys, so our department will need to create a graduation survey for upcoming APR presentations.

To the right: Our Diné Process Philosophy is not only an ontological paradigm, but is also a growth and change paradigm that functions through k’é.





# Ak4e'di na'7d7kid:

## Diné College Diné Bizaad Immersion Course June 03–21, 2019 Evaluation

Please rate each statement in terms of your experience at the Diné Bizaad Immersion Course,  
and *please be as honest and truthful as you can* with your answers.

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1.	The Orientation meeting(s) helped me to understand the Language Camp Commitment and <i>why</i> it is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Having classroom instruction mixed with activities was helpful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The on-campus immersion experience was helpful in preparing me for the immersion camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Doing interactive activities was helpful to me in learning Navajo during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The number and flow of activities each day at both the on-campus experience and camp were good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The Question and Answers sessions, when English was allowed briefly ( <i>Ha'át'íish át'é?</i> ) were helpful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The collaborative homework assignments helped me to learn the language with my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Observing fluent Navajo speakers in activities helped me to learn Navajo at the camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Interacting with fluent Navajo speakers helped me to learn Navajo at the camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	For the camp: Being in an isolated camp environment helped me to practice using Navajo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I feel that I challenged myself in learning Navajo at the camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I grew more comfortable <i>ASKING QUESTIONS</i> in Navajo during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I grew more comfortable to <i>PRACTICE SPEAKING</i> Navajo during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I feel that I improved my ability to <i>UNDERSTAND</i> Navajo during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I feel that I improved my ability to <i>SPEAK</i> Navajo during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I would participate in another Diné Bizaad Immersion course in the future, and/or recommend it to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Overall, I had a good language learning experience at the camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What part(s) of the Diné Bizaad Immersion Course did you enjoy the **least**?

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(over)

19. What did you enjoy **most** about the Diné Bizaad Immersion Course?

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20. Which Activities were **most** helpful to you in learning Navajo (both on-campus and at the camp)? Please explain why or how.

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21. Which Activities were **least** helpful to you in learning Navajo (both on-campus and at the camp)? Please explain why or how.

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22. What did you find most challenging about the course?

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23. If you were the organizer of the Diné Bizaad Immersion Course, what would you have done differently? What would you absolutely keep the same?

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24. Please add any additional comments.

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***Axéhee'!***



- the camp + NO English allowed. Challenging but I learned a lot.
- When we played simple games w/ fluent speakers - to learn a specific skill or grammatical construction.
- THE PEOPLE ♥

On-campus going for a short walk for Juniper ash was a good and helpful learning experience. I thought that the on-campus teaching and on the camp teaching was very helpful. I learned more in these three weeks rather than in one semester. Very good course,

17. What did you enjoy most about the Dine Dizaan Immersion Course?

Kindness, Endless patience, Encouragement. Mr Littleben and Mr Benally both constantly remaining in the Navajo tongue and giving all the help we needed. This was the most effective and efficient language learning experience I have had or even heard of.

I would make camp 2 weeks longer. ☺  
This was so fun.



# PROGRAM RESOURCES



## Description Here

We have enough classrooms, and office spaces. Classes are held mostly on fifth floor of NHC (Ned Hatathle Center). There are three storage spaces and several offices which need to be cleared out and filled with office furniture like shelves, desks, filing cabinets and IT equipment like desktop computers and phone. There is a need for a repository, where we can offer resources for students and faculty.



# FACILITIES & OPERATING BUDGET

## Facilities

Facilities are well kempt. Custodians do a great job at keeping our spaces sanitized and clean. We would like a functional conference room with a working projector. The inner offices on 5<sup>th</sup> floor is a good space, we just need to make it more welcoming and perhaps get some storage closets that can be accessed by Diné Studies faculty. At the moment, we have a shared supply room where most of the Education sector materials are (teaching tools). We have two copiers (one on the 5<sup>th</sup> floor and another on the 6<sup>th</sup> floor). They are strictly for faculty needs. Our department (Administrative Assistant, Annette Lang) is doing a good job with the upkeep. We do need to find a way to organize and share the resources that are currently stored in 500B. Most are archival material.

## Operating Budget

Provide a summary of the costs associated with the degree program. Indicate whether the cost to fund this program has increased over the years.

This is not a financial audit, so in-depth descriptions of financial expenditures is not required. For example, indicate on average how much is spent annually on total faculty salaries, or operating costs, or co-curricular activities. DO NOT PROVIDE A DETAILED EXPENDITURE LIST.





**THANK  
YOU!**

**Questions?**

