Academic Catalog

2026-2027

Diné College

2026-2027 CATALOG

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This Catalog sets forth the official policies, rules, and regulations which apply to every student attending the College.
Students will be notified of changes to this published catalog by updated 2026-2027 Catalog Addendums.

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www.dinecollege.edu

APPLY ONLINE

2026-2027 ACADEMIC CALENDAR

Fall 2026 Semester

Summer, Fall 2026 Registration Begins	Monday, April 16, 2026
Convocation	Monday, August 10, 2026
Pre-Assessment Meetings; School; Committee Meetings	Tuesday-Friday, August 11-14, 2026
New Student Orientation	Wednesday, August 12, 2026
Late Registration	Thursday-Friday, August 13-14, 2026
Residence Hall Opens	Sunday, August 16, 2026
Instruction Begins	Monday, August 17, 2026
Last day to ADD courses (1st 8-week & 16 week courses)	Friday, August 21, 2026
Last day to DROP, without a 'W' grade (1st 8-week courses)	Wednesday, August 26, 2026
Last day to DROP, without a 'W' grade (16-week courses)	Friday, September 4, 2026
21 Day Count	Monday, September 7, 2026
Labor Day (Holiday)	Monday, September 7, 2026
Fall 26 Graduation Petition 1st Deadline, with Fee	Friday, September 18, 2026
45 Day Count	Thursday, October 1, 2026
Midterm Exam Week	Monday-Friday, October 5-9, 2026
Last day to register for 2nd 8-week courses	Friday, October 9, 2026
Indigenous People's Day (Holiday)	Monday, October 12, 2026
Midterm Grades Due	Monday, October 12, 2026
2nd 8-week Courses Begin	Tuesday, October 13, 2026
Last Day to Drop without a ' W ' grade (2nd 8-week courses)	Thursday, October 22, 2026
Spring 2027 Early Registration Begins	Friday, October 23, 2026
Last day to DROP courses with a 'W' grade (Advisor initiated)	Monday, November 2, 2026
Fall 26 Final Graduation Petition Deadline, with Late Fee	Friday, October 23, 2026
Veterans Day (Holiday)	Wednesday, November 11, 2026
Last Day for Instructor Drops	Friday, November 20, 2026
Thanksgiving Day (Holiday)	Thursday, November 26, 2026
Diné Family Day (Holiday)	Friday, November 27, 2026
Last day of instruction	Friday, December 4, 2026
Final Exam Week	Monday-Thursday, December 7-10, 2026
Fall Commencement	Friday, December 11, 2026
Final Grades Due	Monday, December 14, 2026
Faculty Assessment Days	Tuesday-Wednesday, December 15-16, 2026

Spring 2027 Semester

Institutional Update	Monday, January 4, 2027
Pre-Assessment Meetings; School; Committee Meetings	Tuesday-Friday, January 5-8, 2027
New Student Orientation	Wednesday, January 6, 2027
Late Registration	Thursday-Friday, January 7-8, 2027
Residence Hall Opens	Sunday, January 10, 2027
Instruction Begins	Monday, January 11, 2027
Last day to ADD classes (1st 8-week & 16-week courses)	Friday, January 15, 2027
Martin Luther King Jr. Day (Holiday)	Monday, January 18, 2027
Last day to DROP, without a 'W' (1st 8-week courses)	Friday, January 29, 2027
21 Day Count	Monday, February 1, 2027
Spring 27 Graduation Petition 1st Deadline, with Fee	Friday, February 19, 2027
45 day count	Thursday, February 25, 2027
Mid-term Exam Week	Monday-Friday, March 1-5, 2027
Spring Break	Monday-Friday, March 8-March 12, 2027
2nd 8-week Courses Begin	Monday, March 15, 2027
Spring 27 Final Graduation Petition Deadline, with Late Fee	Friday, March 19, 2027
Last Day to Drop without a ' W ' grade (2nd 8-week courses)	Wednesday, March 24, 2027

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

2026-2027 ACADEMIC CALENDAR

Summer, Fall 2027 Early Registration Begins	Monday, April 12, 2027
Last Day for Instructor Drops	Friday, April 16, 2027
Academic Achievement Awards	Thursday, April 22, 2027
Last day of instruction	Friday, April 30, 2027
Final Exam Week	Monday-Thursday, May 3-6, 2027
Spring Commencement	Friday, May 7, 2027
Final Grades Due	Monday, May 10, 2027
Faculty Assessment Days	Tuesday-Wednesday, May 11-12, 2027

Summer 2027 Sessions

New Student Orientation	Thursday, May 20, 2027
Final Registration Session I & 10 weeks	Friday, May 21, 2027
(1st) 5-week Session Instruction Begins	Monday, May 24, 2027
10-week Session Instruction Begins	Monday, May 24, 2027
Memorial Day (Holiday)	Monday, May 31, 2027
Last day to DROP, without a 'W' grade (1st 5-week courses)	Friday, May 28, 2027
Last day to DROP, without a 'W' grade (10-week courses)	Monday, June 4, 2027
Last day of Instruction, Session I	Friday, June 25, 2027
(2nd) 5-week Session Instruction Begins	Monday, June 28, 2027
Independence Day (Holiday)	Monday, July 5, 2027
Last day of Instruction Session II	Friday, July 30, 2027
Last day of Instruction 10-week Session	Friday, July 30, 2027
Final Grades Due	Monday, August 2, 2027

* Diné College hereby gives notice that while the information contained in the 2026-27 Academic Calendar is considered accurate at the time of its preparation, changes may be made subsequent to publication without prior notice.

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

College Administration

Deborah Jackson-Dennison, College President

Ed.D., Arizona State University, Educational Leadership and Policy Studies
M.Ed., Arizona State University, Educational Leadership and Policy Studies
B.A., University of New Mexico, Art Education
A.A., Navajo Community College, Liberal Arts
Superintendent Certified, Arizona
Administrator Certified, New Mexico

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

Sharonna Yazzie-John, Vice President of Finance & Administration

M.B.A., University of Phoenix, Business Administration
B.A., Diné College, Business Administration
A.A., Diné College, Business Administration

Patrick Blackwater, Provost

M.G.M., Arizona State University, Global Management
M.S., Grand Canyon University, Leadership
B.A., Grand Canyon University, Business Management

Leon Jackson, Chief Operating Officer

B.S., Northern Arizona University, Business Management
Certificate in Business Economics, Northern Arizona University

Serena Denetsosie, Vice President of Institutional Advancement

M.S.W., Arizona State University, Policy, Administration and Community Practice

BSW, Arizona State University

School Deans

Karla Britton, Acting Dean of Arts & Humanities

Ph.D. Harvard University, Architecture and Urban Planning
M.A. Columbia University, Comparative Literature
B.A. University of Colorado – Boulder, Intellectual History

David P. Nez, Dean of Diné Studies & Education, Senior Lecturer

M.A., Navajo Technical University, Diné Culture, Language, and Leadership
B.A., University of New Mexico, Recreation

Vacant, Dean of Business & Social Science

Shazia Tabassum Hakim, Acting Dean of Science, Technology, Engineering & Mathematics, Professor

Ph.D., University of Karachi, Microbiology
M.Sc. University of Karachi, Microbiology
B.Sc., University of Karachi, Microbiology

College Board of Regents

Dr. Janet Slowman, Chairperson

Appointed Member, Higher Education

Dr. Maggie George, Vice-Chairperson

Appointed Member, Higher Education/Education

Kimberlee Williams, Treasurer

Appointed Member, Business/Executive Management

Ashleigh E. Chee

Ex-Officio Member, ASDC Student Representative

Position Vacant

Ex-Officio Member, Acting Superintendent of Diné Schools

Dr. Dolly Manson, Secretary

Appointed Member, Higher Education/Education

Dr. Andy Nez

Ex-Officio Member, Navajo Nation Council Representative

Lorenzo Max

Designated Member, Faculty Association President

Position Vacant

Designated Member, Staff Association President

Position Vacant

Appointed Member, Diné Spiritual Ceremonial Knowledge

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Dear Students and Diné College Warrior Family,

Yá'át'ééh! Welcome to Diné College, a place of learning, belonging, growth, and transformation guided by Sa'ah Naagháí Bik'eh Hózhóón, the foundation of Diné philosophy. By choosing the higher education institution of the Navajo Nation, you have made a meaningful investment in your education, your future, and the well-being of your communities. As president, I am deeply honored to serve this institution and walk alongside you on your educational journey.

As the first tribally controlled college in the United States, Diné College carries a proud legacy and a vital responsibility. We remain steadfast in our mission and grounded in the four principles of Diné education: Nitsáhákees (Thinking), Nahat'á (Planning), Iiná (Living), and Siihasin (Reflection), along with the principles of Oodlą and Ayóó'ó'ó'ní. These principles remind us to remain committed to our personal growth and well-being, while caring for those around us throughout our educational journey.

Whether you are beginning your first year, returning to continue your studies, or pursuing a new goal, you are now part of a caring and determined Diné College Warrior Family. You belong to a community that recognizes your strengths, believes in your potential, and is committed to supporting you through every challenge and accomplishment. Your presence enriches Diné College, and your success matters to all of us.

This catalog is your academic guide and provides a clear map of the requirements, courses, policies, and decisions that will shape your educational journey. Read it carefully and return to it often. I also encourage you to seek guidance from faculty, advisors, staff, and fellow students. Ask questions, build relationships, and make full use of the resources and opportunities available to you. Your education will be shaped not only by what you learn in the classroom but also by the connections you make and the experiences you embrace.

Education and everyday learning are sacred journeys. They are opportunities to discover your purpose, honor your identity, and develop the knowledge, wisdom, and skills needed to fulfill your responsibilities and aspirations. Let your learning reflect who you are, honor where you come from, and prepare you for who you are becoming. As you move forward, carry with you the strength of your family, the teachings of your community, and the enduring values of the Diné people.

May your time at Diné College be filled with discovery, courage, achievement, growth, and purpose. May you find encouragement in times of difficulty, joy in your accomplishments, and confidence in the path ahead. We believe in you, we are proud to welcome you, and we are committed to helping you succeed.

Ahéhee'

Dr. Deborah Jackson-Dennison

Dr. Deborah Jackson-Dennison
President, Diné College

About Diné College

College Mission

Diné bina'nitin t'áá íiyisíí á siláago binahjį', ołta'í na'nitin náasjį' yee ínááhwiidooł'áłígíí yéego bidziilgo ádiilníłł, áko Diné nilínígíí t'áá ałtso 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

Nihi'ólta'gi, Diné Bidziilgo ólta'gi na'nitin ał'ąą ádaat'éii ółta'í bee nanitinígíí dóó t'áá ha'át'íí shíí bee bíká'aná'álwo'ígíí bidziilgo dóó bohónéedzą́ągo ádiilníłł niidzin. Díí binahjį' Diné bi'ólta'gi óhoo'aah ts'ídá bohónéedzáanii bee bił haz'ą́ ílį́ dooleeł.

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

College Principles

Nihina'nitin, Są'ah Naagháí Bik'eh Hózhóón bił hadít'éego, dóó índa Diné yee iiná íłł'ínígi át'éego nahasdzáán bikáa'gi dóó yádiłhił biyaagi bohónéedzánígi át'éego yee hiná. Díí binahjį' t'áá ałtsodę́ę́' bik'í hwiinít'ı́ı́'go bitah yá'áhoot'éehgo yee iiná íłł'ı́ı́ dooleeł.

Our educational principles are based on Są'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 nitsídzíkees. 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 yáti' dóó ííshjání óolzin. Develop and demonstrate communication skills. Nahat'á nahaaldeeł. Demonstrate systematic organization skills.

Iiná. Implementation. T'áá hó ájít'éego hózhǫǫgo oodáát. Demonstrate self-direction based on personal values consistent with the moral standards of society. T'áá hó ájít'éego hózhǫǫgo 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 ájít'éego. Excellence and self-initiative in problem-solving, compassion, setting clear goals, and establishing positive working relationships.

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

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

Ił 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 the 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, Bachelor, and Master 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 (hlcommission.org), an institutional accreditor recognized by the U.S. Department of Education.

One College, Multiple Sites

Tsééhílı́, 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, and Tuba City. The New Mexico locations are in Shiprock and Crownpoint.

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. 6687

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).

Crownpoint Center
Navajo Route 9, Mercy Drive
West Navajo Route 9
PO Box 57, Crownpoint, NM 87313
Ph: (505) 786-7391
Payments: ext. 7204
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
Payments: ext. 7604
The Window Rock Center is located north of the Navajo Nation Education Building.

Non-Discrimination and Harassment Policy

Diné College prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, physical or mental disability, sexual orientation, gender identity, genetic information, military service, pregnancy or pregnancy-related condition, or because of marital, parental, or veteran status. This policy extends to all rights, privileges, programs, and activities, including admissions, financial assistance, educational and athletic programs, housing, employment, compensation, employee benefits, and the providing of, or access to, College services or facilities.

Sexual Misconduct/Title IX

1. Title IX Statement

It is the policy of Diné College to comply with Title IX of the Education Amendments of 1972 which prohibits discrimination based on sex in Diné College's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination.

2. Violence Against Women Act (VAWA) Statement

It is the policy of Diné College to comply with the federal Violence Against Women Act amendments to the Clery Act and the corresponding regulations. VAWA imposes additional duties on colleges to investigate and respond to reports of sexual assault, stalking, and dating and domestic violence, and to publish policies and procedures related to the way these reports are handled.

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

Alcohol and Drug-Free Workplace

The College is committed to protecting the safety, health, and well-being of its students, employees and contractors, customers, and its property. Recognizing that drug and alcohol abuse pose a direct and significant threat to these goals, as well as to productivity, the College is committed to providing a drug-free working environment for its students, employees, contractors, customers, and all those who come onto College property or utilize College services.

The use of illegal drugs is inconsistent with the law-abiding behavior expected of all citizens. Employees who use illegal drugs, on or off duty, tend to be less productive, less reliable, and prone to greater absenteeism, resulting in the potential for increased cost, delay, and risk. The abuse of illicit drugs and alcohol, on or off duty, can impair an employee's judgment and ability to perform tasks safely. The lingering effects of drug abuse may adversely affect performance long after the employee has used the drug, and can also result in accidents on duty and lapses in judgment that can pose a serious threat to health and safety.

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 RAVE Alert text message service, visit Diné College's homepage. Scroll to the bottom of the page and "sign up" under Alert Notification.

Student Complaints and Recommendations

Diné College is dedicated to treating all students fairly and respectfully. Students are encouraged to resolve any issue with the faculty or staff first before submitting a complaint. However, 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. Any staff or faculty can assist students with the form. If the situation or matter continues to be unresolved, students can proceed into the Formal Complaint Process, which is located on the College Website under Current Students.

To obtain a copy of the Student Complaint Form, go online to the College Website under Current Students or contact a staff member from one of the following locations:

Student Success Center –Tsaile
(928) 724-6855

Crownpoint Center
(505) 786-7391 ext. 7201

Student Success Center –Shiprock
(505) 368-3621

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

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

The Student Complaint Form should be sent to:
deanofstudentsuccess@dinecollege.edu.

Students who have an issue with grades(s) should attempt to resolve the matter with faculty. If the matter is not resolved, students may appeal by completing an "Academic Grade Appeal Form," which can be obtain from the Office of the Registrar, an Academic Advisor, or on the College Website under MyDineCollege.edu. Do not use the Student Complaint Form.

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

Enrollment

How do I enroll for the first time at Diné College?

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

NEW Students

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

- Admission application with a non-refundable $20.00 application fee. You may complete and submit an online 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
- Official Certificate of Indian Blood (CIB) or enrollment card (applies to registered American Indian students only – must match Full Legal Name)

  Certificate of Indian Blood card/document is not required for non-American Indian/Alaskan Native applicants. The College will not deny admission to any applicant because of the perspective student's membership or non-membership to a specific American Indian/Alaskan Native tribe, federally recognized or not.
- Official high school transcript with graduation date or high school equivalency credential (GED®, HiSET® or TASC®) with test scores.
- Official College/University transcript(s) from previously attended institution(s) within the last ten years.
- Additional program applications will be required for Bachelor's & Master's degree-seeking students.

The Official documents you submit to the Office of Admissions are part of your permanent educational records at Diné College and will not be released back to you at any time. Upon submission, Diné College will have ownership of the official documents.

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 through your MyDCPortal request or email request made to admissions@dinecollege.edu

Denial or Cancellation of Admission

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

Diné College will not deny admission to any Native American student based on their tribal affiliation.

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

Contact Us
Diné College—Office of Admissions
P.O.Box C-02
Tsaile, Arizona, 86556
admissions@dinecollege.edu
(928) 724-6634/6638

Conditional Admission

Students may be placed on Conditional Admission if lacking the required documents to be turned in to the Office of Admissions. Students will be placed under Non-Degree Seeking status and allowed to register up to seven (7) credit hours for a semester. Students may not be considered for Financial Aid support but are welcome to start the process, but it will be placed on hold until the required documents are submitted to Admissions Office. Failure to turn in all documents, Admissions reserve the right to Deny or Cancel Admission the following semesters.

Transfer Students

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

- Official college/university transcript(s) from other accredited colleges/universities previously attended.
- Credits must have been earned no more than ten years from the time of admission to Diné College.
- Course credit hours must be over three credit hours, with the exception of Lab courses.

Students who attended another accredited college or universities prior to being admitted to Diné College are considered as transfer students. Official transcripts are required upon Admission; Transfer

courses will not be included in the student's Cumulative Grade Point Average (CGPA) and will be shown without designated equivalents. Transfer credits remain on a student's permanent transcript.

Transcripts evaluation a maximum of:

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

A re-evaluation of the student's transcript(s) can be completed by the Office of the Registrar. If after the initial evaluation of the student's transcript(s), the student feels there is/are additional course(s) that qualify for transfer acceptance. The student should contact their academic advisor, faculty advisor, or program coordinator to submit a Re-evaluation Request Form. Students should provide advisor(s) with any supporting documents i.e. course descriptions, and or syllabus/syllabic to attach to request. The Office of the Registrar will accommodate all reasonable request for transfer credit re-evaluation.

Transfer of 100 and 200 level credits

100 and 200 level course credits earned at an accredited college/university may not be accepted as transfer credits by the Office of the Registrar as equivalent to Dine College's upper division 300 and 400 level course credits. Faculty and Deans of School may in some cases elect to approve transfer credit through the re-evaluation process.

Accreditation of Transfer Institution

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

Academic Credits for Military Service

Military service credits are assessed and awarded to veteran students that have been fully admitted to Diné College. Veterans must request their official Joint Services Transcripts (JST) be sent to the Diné College admissions office. To begin the process, visit https://jst.doded.mil/official.html

Academic credits are awarded based on the evaluation of the official JST by the Office of the Registrar for new, continuing and/or transferring students.

Returning Students/Stopped Out Students

Returning/Stopped Out students are students who previously attended Diné College. These students must submit an updated admission's application along with any required documents to the Office of Admissions. If you attended other colleges or universities, you must include all official college/university transcript(s). **Note: Students with an account balance more than $150.00 are not allowed to register. Account balance must be below $150.00 to register.**

Non-Degree Seeking Students

Students who are not pursuing a degree are allowed to take up to seven (7) credit hours per semester… If a student wishes to take more than 7 credit hours, the student must declare a major and submit all required documents (refer to admission requirements).

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

Writing and Math Placement Assessment Overview

The requirements in place to meet placement assessment for Writing and Mathematics are as follows:

- Acceptance into Diné College with all documents submitted to the Office of Admission at Tsaile Campus.
- Official High School Transcript or high school equivalency certificate, such as GED.
- Official ACT or SAT Score (must have been taken within the last five years).

Writing Placement

English faculty will conduct writing Placement Assessment. All incoming first year students will be enrolled in ENG 101 - College Composition I. English faculty will administer their own pretest on the first day of class to determine if they remain in ENG 101 or advance to ENG 102 - College Composition II.

Mathematics Placement

Initial freshman enrollment is often into MTH 106, or 110, and most often using exam scores produced in our Diné College Placement and Learning (DCPL) program for first semester students. Placement depends on using Assessment and LEarning in Knowledge Spaces (ALEKS) placement software as part of Diné College Placement and Learning (DCPL) Program. Placement into MTH 190 or MTH 114 is possible, using DCPL. Ask your academic advisor or college contact how to complete a first DCPL placement exam and get the DCPL Brochure. You will be given four attempts to place higher with ALEKS instructional modules and mentors to guide you.

Diné College Placement and Learning is free to all students interested in future enrollment at Diné College. Returning students should consult their academic advisor. Placement and Learning is seen as a cycle that may start as early as Junior Year of High School. The cycle may be as long as one full year, getting you ready for college level study.

Navajo Language Placement

This test is required for all Diné College Students who want to enroll in Diné College's Navajo language classes higher than NAV 101. Exam results will determine the level of course placement in Navajo language course(s). To schedule an exam, please contact School of Diné Studies at (928) 724-6658 located at Tsaile Campus.

Enrollment Status

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

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

Change of Major

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

The following are types of changes of major processes:

Non-Degree Seeking to Degree Seeking

Students who declared non-degree status but now would like to declare a major, must update their admissions application

with the Office of Admissions and submit all the required documents including College/Universities Transcript(s).

Changing Degree Type

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

Adding a Major/Minor (Dual major)

If you decide to add an additional degree program, you must notify your Academic/Faculty Advisor to add major or minor and complete the Add Major Form signed by the Academic/ Faculty Advisor and submit to the Office of Admissions and if you are on financial aid, contact the Office of Financial Aid & Scholarships.

DUAL CREDIT PROGRAM

What is dual credit?

The Dual Credit Program provides high school students an opportunity to enroll in college level courses, while still attending their high school. Depending upon the high school policies, students can receive credits for courses from both the college and the high school.

Student Eligibility

Students must be in full time attendance at their high school with at least a 2.0 cumulative G.P.A. and/or high school counselor or principal approval. Other requirements established by the individual high schools may apply.

Eligible Classes

Only 100 and 200 level college courses are eligible for dual credit classification. These courses allow for transfer of college credits based on transfer agreements among public colleges and universities in Arizona and New Mexico, as well as, other Tribal Colleges and Universities (TCU). Vocational, remedial, and physical education courses are not eligible for dual credit. Students must have a SAIS, BIE, or STARS/SSID ID#.

Dual Credit Placement Tests

Students must abide by the standard College's writing, mathematics and Navajo language placement tests or processes.

Enrolling in Dual Credit Courses

Dual credit students must submit the following documents to the Dual Credit Program before registering for courses. (All documents must be original, no copies, or scanned documents accepted):

- Online Diné College Dual Credit Application: www.dinecollege.edu
- NM/AZ Dual Credit Request Form
- Student Information Release Form (FERPA)
- Navajo Nation students must submit an Official Certificate of Indian Blood (CIB), no scanned copies will be accepted. Other tribally enrolled students may submit a colored, scanned copy of their CIB.
- Official/Unofficial In-progress High School Transcript.

Tuition and Fees for Dual Credit

In the State of Arizona, Diné College receives tuition and fees reimbursement for all dual credit students. In the State of New Mexico, Diné College receives reimbursement for tuition costs for dual credit students who successfully complete their courses with a final letter grade of A, B, or C, students are not charged any fees. In the State of New Mexico, the Dual Credit Program does not reimburse dual credit students for failing letter grades of D or F, or drops/withdrawals. According to federal guidelines, dual credit students are not eligible for Financial Aid.

Textbooks for Dual Credit

The Local Education Agency (LEA) is responsible for purchasing and distributing all textbooks and learning materials. The state of Arizona, will reimburse textbooks and course materials for dual credit students who take courses with Diné College instructors.

Contact: dualcredit@dinecollege.edu

(928) 724-6921 or (928) 724-6922 for any questions.

High School Concurrent Enrollment (Non-Degree)

- Students are required to have finished their freshman year of high school and must be attending either an accredited public or Bureau of Indian Education (BIE) funded school.
- Student enrollment is limited to a maximum of two courses (up to 6 credits) during the Fall and Spring semester, and one course (up to 3 credits) during the Summer session. Students are not permitted to audit courses.
- Students are only allowed to take freshman (100-199) and/ or sophomore (200-299) level courses.
- Students are required to successfully complete all course prerequisites.
- To enroll in concurrent courses, students must obtain a signed high school concurrent enrollment permission form from their high school counselor, representative, principal, or superintendent, which approves both the specific classes and semester credit hours.
- Student must be in good academic standing at their high school with at least a 2.0 cumulative GPA and/or high school counselor or principal approval. Other requirements established by the individual high school may apply.
- Students must abide by the College's Writing, Mathematics, and Navajo Language placement tests or processes.
- According to federal guidlines, high school concurrent students are not eligible for financial aid.

High School Concurrent Enrollment Process

Students must submit the following documents to the Dual Credit Program before registering for courses (all documents must be original, no copies or scanned documents accepted):

- Online Diné College high school concurrent student application at www.dinecollege.edu
- High School Concurrent Enrollment Permission Form
- Student Information Release Form (FERPA)
- Navajo Nation students must submit an Official Certificate of Indian Blood (CIB), no scanned copies will be accepted. Other tribally enrolled students may submit a colored, scanned copy of their CIB.
- Official/Unofficial In-progress High School Transcript.

International Students

International Students must submit the following documents to the Office of Admissions before being issued an Form I-20. 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.

Co-Enrollment (College) Student

A co-enrolled student pursuing a degree at their main institutions and taking a course or two at Diné College during the same semester; with the intent to transfer the credits earned to their main institution. Requirements for Admissions are the same, however, it's imperative that official transcripts reflecting pre-requisites are on file and Diné College is aware that the student is a Co-Enrolled college student. Co-Enrollment (College) student(s) are not eligible for financial aid.

BACHELOR PROGRAM ADMISSION PROCESS

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

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

School of Science, Technology, Engineering, & Mathematics
Contact: Selina Yazzie 928-724-6617 or syazzie@dinecollege.edu
Student must complete Admissions Application process; in addition to that, you must submit required documents for the following programs:

- Bachelor of Science in Biology
- Bachelor of Science in Public Health
- Bachelor of Science in Agricultural Science
- Bachelor of Science in Biomedical Sciences

School of Arts & Humanities (928) 724-6614
Student must complete an Admissions Application and submit required documents for the following program:

- Bachelor Fine Arts with Emphasis in Traditional Painting
- Bachelor Fine Arts with Emphasis in Digital Photography
- Bachelor Fine Arts with Emphasis in Navajo Weaving
- Bachelor Fine Arts with Emphasis in Navajo Silversmithing
- Bachelor Fine Arts with Emphasis in Graphic Design
- Bachelor Fine Arts with Emphasis in Creative Writing

School of Business and Social Science (928)724-6621
Student must complete Admissions Application process; you must submit required documents for the following programs:

- **Bachelor of Arts in Business Administration**
  - Completed Bachelor of Art in Business Administration Application and Supporting Documents are due by June 1st for Fall Enrollment & Completed Business Administration Application and Supporting Documents are due by November 1st for Spring Enrollment.
  - Completion of A.A. in Business Administration
  - B.A. Checklist required by Faculty Advisor
  - Any other Associate degree may require students to take additional courses.
  - Acceptance Letter by School
- **Bachelor of Arts in Navajo Nation Law:**
  - Completed Bachelor of Art in Business Administration Application and Supporting Documents
  - High School Diploma for admission as Freshman (Year 1)
  - Associate of Arts/Science degree in other majors will be accepted as Sophomore (Year 2)
  - Transfer students will have to complete all lower division course requirements
  - Cumulative GPA of 3.0 or higher
  - Unofficial transcripts
  - Enrolled students cannot dual major. Minors are acceptable, based on GPA
  - Acceptance Letter by School
- **Bachelor of Arts in Psychology**
  - Completion of A.A. in Social Behavioral Science
  - B.A. Checklist required by Faculty Advisor
  - Any other Associate degree may require students to take additional courses.
  - Acceptance Letter by School

School of Diné Studies and Education (928) 724-6658
Must complete Admissions Application and submit required documents:

- Bachelor of Science in Secondary Education, Science
- Bachelor of Science in Secondary Education, Mathematics

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

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

For more information on Student Orientation for Bachelor Degree Programs contact:
School of Diné Studies and Education: (928) 724-6658

ADMISSION TO BIOLOGY GRADUATE PROGRAMS

The School of STEM offers the Master of Science in Biology. The Master of Science program provides training in the biological sciences through coursework and research experience.

Entry into the Biology graduate program requires on-line application to the Admissions Office and review by the Biology Graduate Program Committee.

General requirements for admission to the Graduate College are given in the DC Catalog (on-line) as well as at the Graduate College's website. A completed application to the Department's Graduate Program consists of: the Graduate College's on-line application form; satisfactory course grades; three letters of recommendation addressing qualifications for advanced studies; a Personal Statement outlining the student's interests, professional goals, and research and teaching experience.
The most important point about the review process: admission depends upon the availability of a Faculty Advisor/Major Professor who has expressed a willingness to accept a student into her/his research group. Prospective students should contact faculty directly by e-mail and/or phone, and be prepared to discuss their backgrounds, specific areas of interest, and career goals with

potential faculty advisors. Of course, funding for the student, adequate space, research resources and equipment must also be available. We recommend a visit to campus by applicants, where possible.

Students may be accepted and graduate credit earned by students holding Regular, Conditional, or Non-degree status. However, graduate degrees are awarded only to students holding Regular Admission Graduate status. This status is conferred when a student has fulfilled all requirements for admission to both the Graduate College and to the specific program within the Department.

Conditional acceptance status may be assigned to a student who, for some reason, is not qualified for Regular Graduate status. It may be that the student lacks prerequisites for the program, did not file all necessary transcripts, has a low cumulative undergraduate GPA (i.e., less than 2.5), or has some other deficiency. Specific requirements for removal of Conditional status and elevation to Regular status will be established in consultation with the major advisor and Director of Graduate Studies prior to acceptance and will be include in the acceptance letter from the Department.

A special program for juniors and seniors is called the Honors Scholars program. In this program, junior and senior STEM majors may take 500-level MS Biology Graduate Courses if they are admitted to a thesis research lab by the mentor professor, and approved for Conditional Acceptance in the MS Biology program by the Biology Graduate Program Committee and the Dean of STEM. In this program, juniors and seniors are still expected to take the required courses for their BS degree, but in addition, may take the graduate courses. In some cases, the graduate courses may also count towards the BS degree, and students should receive approval for this by their faculty advisor ahead of time. Application to the Honors Scholars program should be done by Sophomores and Juniors during their Spring Semester.

Non-Degree status is for students who do not intend to pursue a degree program or who are not yet ready to apply to a degree program. Note: no more than 12 credit hours of graduate credit earned while the student has Non-Degree status may be applied toward a graduate degree. Also, please understand that students who have completed hours while a non-degree student and who have fully completed application procedures for Regular Admission status are not assured admission to the graduate program of the Department. They must be considered for admission along with all other applicants

REGISTRATION

Virtual Bookstore/Textbooks

Virtual Bookstore/Textbooks Follett is the Virtual Bookstore for Diné College where students order their books, which is available online at: www.bkstr.com/dinecollegestore/home or email: bookstore@dinecollege.edu
When utilizing Book Charges, all non-textbook item purchases are prohibited.

Tuition

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

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

Tuition cost for all Master degree programs are $250 per credit hour or up to $2,250 for full-time students (9 credits).

Required Fees (Non-Refundable)	
Application (New First-Time Students)	$20
Technology Fee	$20
Activity Fee (TS, SR, TC, WR, Sites & OL)	$25
Vehicle Parking Permit (Student)	$5
Vehicle Parking Permit (Staff/Faculty)	$10
Student ID Replacement	$25
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	$75
Residence Life, Lost Key	$20
Residence Life, Housing Damage	Varies
Residence Life Student Family Cleaning Fee	$150
Residence Life Student Family Late Rent Fee	$25

Fees and Payments	
Undergraduate Tuition Per Credit Hour (In-State, Out-of-State, International)	$55
Graduate Tuition Per Credit Hour (In-State, Out-of-State, International)	$250
Full-Time Student (12 Credits-Undergraduate)	$660
Full-Time Student (9 Credits-Graduate)	$2,250
Technology Fee	$20
Activity Fee	$25
Graduation Petition	$25
Late Graduation Petition	$35
Transcript (Next Day)	$5
Transcript (Same Day)	$15

Technology Fee

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

Activity Fee

Students at all campuses, centers and Online Courses (OL) are charged a $25 non-refundable Activity Fee for each semester. The fee pays for activities that are held on campus such as lectures, cultural events, social events and sports.

Canceled Course Policy

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

Payment Options

Payments are accepted at all Diné College locations by cash, money order or credit card (VISA and MasterCard only). The Cashier Office and Campus Center Office at all locations accept credit card payments over the phone. Online payment is also available through the Warrior Web. The College does not accept personal checks. Cashier: (928) 724-6687

Payment Plans

FALL and SPRING Semesters ONLY

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

SUMMER Session

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

NOTE: Students who sign up for the payment plan will not be eligible to register for the upcoming semester or request an official transcript until payments are completed and the account balance is zero. All accounts with a balance will be put on an Accounts Receivable (AR) Hold status.

Charges/Payments

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

Refund Policy

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

Students who fail to attend class or request and Instructor Drop WILL NOT be released from financial responsibility. It is the student's responsibility to complete the appropriate paperwork within the allotted time frame 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

Residence Hall

Student housing is available only at the Tsaile 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.

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.
Late fees are assessed after the tenth of each month.

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

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

Student Meal Plans

All students in Residence Halls are REQUIRED to have a meal plan.

Fall/Spring Semester Warrior Meal Plans	
Residents	
Three meals a day Monday-Friday Two meals a day on weekends	$1,480

Summer Session Warrior Meal Plan		
Residents	5 Weeks	10 Weeks
Three meals a day Monday-Thursday	$300	$600

Residence Halls Room and Meal Plan Refund

Refund rates are calculated from the date of check in.

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: Room & Meals	
01-03 Calendar Days	100%
04-07 Calendar Days	80%
After 07 Calendar Days	No Refund

Student Family Housing Refund Policy

Students who live in Student Family Housing pay on a month-to-month basis, but it is recommended for the student to pay per semester is he/she is receiving grants/scholarships. When the student moves out of Student Family Housing, the student will be charged at a pro-rated rent cost. He/she will need to check out from Residence Life properly according to the check-out procedures within the Residence Life Handbook.

Office of Financial Aid & Scholarships

The Office of Financial Aid & Scholarship (OFA&S) supports the College's mission by providing access and equal opportunity for financial assistance to eligible students through federal, state, tribal,

institutional, and private resources regardless of race, ethnicity, color, creed, religion, sex, age, marital status, sexual orientation, national origin, Veteran status, disability or any other classification protected by applicable discrimination laws.

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

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

All students are required to complete the following:

- Free Application for Federal Student Aid (FAFSA). The FAFSA/ISIR response will determine a student's Student Aid Index (SAI).

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 out-side 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, for students participating in the Residence Life program. The Pell Grant award is based on the COA and student/parent's Student Aid Index (SAI); therefore, no two student's awards are exact. A (COA) example for an on-campus student living in the dorm/Residence Life for one semester is as follows:

Award Example			
Pell Grant	$3,248	COA	$7,340
Navajo Nation	$2,500	Less Total Aid	$5,748
Total Aid	$5,748	Unmet Need	$1,667

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

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

Award Amounts vary based on several factors:

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

Satisfactory Academic Progress (SAP) Policy

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

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

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

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

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

Qualitative Standard:

- Minimum term grade point average (GPA)

Quantitative Standards (Pace):

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

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

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

Course Repetition

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

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 time frame.

Unofficial Withdrawal

An unofficial withdrawal occurs when a student does not successfully complete any courses (receives all "F" grades), stops attending classes, or did not complete any coursework. A student with an unofficial withdrawal may be required to repay up to 50% of his/her financial aid received for the term. Students who never attended any of their classes and did not complete any course work are required to repay

100% of the financial aid received for the semester or summer term. Non-attendance does not relieve students of the financial responsibility for tuition and fees charges once they are registered for a class.

Incompletes

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

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

Transfer Credits

Diné College will consider coursework taken at another accredited institution as both, attempted and completed credit hours toward pace and maximum time frame. Students who exceed the maximum time frame 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 time frame before their program of study is complete. All credits attempted are treated in the quantitative, qualitative, and maximum time frame standards for SAP. Students can pursue two degrees but Financial Aid will only fund one degree program.

Additional Degree(s)

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

Repeat

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

NOTE: A repeated course may not qualify for funding.

Retake

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

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

The substitute course must be at the freshman and sophomore levels, and be closely related in content, objectives, and out-comes 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.

NOTE: See Satisfactory Academic Progress (SAP) Policy, Page 32

Financial Aid Suspension

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

Financial Aid Appeal Process

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

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

Financial Aid Probation

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

- Complete one semester using his or her own resources or utilize 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 for the following terms, subject to availability for funds.

NOTE: Students are not allowed to submit two consecutive FA Appeals within the academic year.
Students on suspension are not eligible for Consortium Agreements with other institutions.

Return to Title IV (Refund & Repayment Policy)-R2T4

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

on your behalf and a letter will be mailed to you.

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

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

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

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

Federal Pell Grant: Duration of Eligibility

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

Pell Grant Lifetime Limit

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

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

Completion Rate/Pace & Maximum Time frame

Maximum Time Frame/Pace

The U.S. 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 time frame).

Continued Funding Agreement

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

Consortium Agreement

The Consortium Agreement is to help further assist students who are attempting to take classes at other Institution of Higher Learning that are a apart 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.*
- *Students may not receive a Federal Pell Grant from two institutions for the same enrollment period. Receiving Pell Grant funds from both institutions may result in the cancellation and/or repayment of funds. 34 CFR 690.11*

Paying Prior-Year Charges

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

Federal/New Mexico State Work Study Program (FWS)

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

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

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

Student Consumer Information

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

Payment Plan

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

Certificate Program Title IV Eligibility

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

- Certified Medical Assistant
- Cultural Arts
- Computer Technology Certificate
- Geographical Information Systems (GIS)

- Navajo Nation Leadership
- Public Health

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 at the Tsaile Campus and Shiprock North Campus.

For more information, call: (928) 724-6730/(505) 368-3511

email: finaid@dinecollege.edu

Veteran Services

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

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

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

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

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

Veteran Services	
Shiprock Campus	Office of Financial Aid & Scholarships (505) 368-3515
Tsaile Campus	Office of Financial Aid & Scholarships (928) 724-6730

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. A FAFSA is required for all students receiving financial aid and is required for disbursement of funds, and reconciliation.

Student Services at Diné College

Student Services offers support services to all students admitted and enrolled at Diné College. Student Services supports and promotes students' academic success, personal growth, leadership development and educational goals. Students are encouraged to familiarize themselves with the academic policies which are put in place to help students to be successful.

The Admissions, Registrar, Financial Aid, Learning Center, Residence Life & Student Family Housing, and Athletics are housed within Student Services at Tsaile Campus. Learning Centers are also available to students at the other Campuses and Centers.

Contact Student Success Center (SSC) for student support services:

- Tsaile: (928) 724-6855

Tuba City & Window Rock students contact Tsaile SSC

- Shiprock: (505) 368-3621

Crownpoint students contact Shiprock SSC

Student Orientation

Student Orientation is designed to give new students the tools to be a successful Diné College Warrior. These tools will not only help reach college readiness but will help increase professional knowledge in our growing modern world. Freshmen, Transfer, and Returning students are required to attend a Fall, Summer, or Spring orientation.

The Student Orientation program will prepare students to be academically successful by

- Pursuing goals
- Communicating effectively
- Developing technological competence
- Managing personal affairs
- Demonstrating professionalism
- Emphasizing career development
- Maintaining health and wellness

While living a purposeful life through implementing Sa'ah Naaghai Bik'eh Hozhoon (SNBH) modality and values, the student will continue to build the framework of success through expectations of norms and standards.

For general questions about the student orientation, please contact Recruitment at recruitment@dinecollege.edu.

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) 724-6855 or email: asdcadvisors@dinecollege.edu

Athletics

Since 1968, Diné College has supported athletic teams and developed an overall intercollegiate athletic program that ranks among the very best in nationwide. Diné College Warriors have won many conference titles, 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.

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, For more information call (928) 724-6753 or email: dcathletics@dinecollege.edu. Visit website at: https://www.dinecollege.edu/about_dc/athletics/

Financial Support for Student Athletes

Athletic grants-in-aid 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 the Athletic Director.

Intercollegiate Athletics for Men and Women

Archery, Rodeo and Cross Country teams participate and excel in the USA Archery (USAA), United States Collegiate Athletic Association (USCAA) and National Intercollegiate Rodeo Association (NIRA).

Eligibility for Intercollegiate Sports

USAA and NIRA require an approved eligibility form submitted by the Office of the Registrar 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.

Disability Support Services

Diné College provides reasonable academic accommodations and assistance for individuals with disabilities. It's important for a student to self-identify as having a disability. The college complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services (DSS) are available at campuses/centers:

- Tsaile: (928) 724-6855
  - Tuba City & Window Rock students contact Tsaile campus.
- Shiprock: (505) 368-3621
  - Crownpoint students contact Shiprock campus.

High School Equivalency (HSE) Tests and Credentials

Individuals who are 16 years of age or older and have not earned a high school diploma are eligible to take the HSE Tests. The State of Arizona administers the GED® Test, while New Mexico offers both the GED® and HiSET® tests. The HSE credentials are issued by the Arizona Department of Education or the New Mexico Public Education Department, respectively. Before testing, individuals are strongly encouraged to enroll in a local Adult Education Program to prepare. For more information about the HSE tests or enrollment, call the Adult Education Program in Shiprock at (505) 368-3563.

Learning Centers

The Diné College Learning Centers offer academic support services to all students. Learning Centers are located in: Tsaile, Shiprock, Crownpoint, Tuba City, and Window Rock campuses/centers. The Learning Centers are committed to helping students achieve academic success through a variety of essential services and access to updated computers and printers for students' research & printing needs.

- Tsaile Learning Center

  Contact: (928) 724-6725

  Email: learningcenter@dinecollege.edu

- Shiprock Learning Center – Located within the Student Success Center at South Campus

  Contact: (505) 368-3621

- Crownpoint Learning Center – Location within the Center

  Contact: (505) 786-7391

- Tuba City Learning Center – Located within the Tuba City Classroom Building

  Contact: (928) 283-7506

- Window Rock Learning Center – Located within the Administration Building

  Contact: (928) 871-2230

Tutoring Services

The Learning Centers provide professional tutors in-person or online. Students can schedule an appointment via ConexED or send an email with their name, ID number, and course number/subject. After submitting a request, students will receive a confirmation email with additional details for follow-ups.

Tutoring Options:

- Routine Tutoring: Regular sessions designed to track progress throughout the semester, with flexible scheduling based on the availability of both students and tutors.
- Study Group Sessions: Group tutoring for three or more students in the same course, facilitated by a professional tutor

that is available upon request.

• Proofreading Dropbox: Submit assignments online for a tutor to review and provide feedback on grammar, punctuation, and spelling errors.

Academic Workshops:

Workshops are hosted monthly by professional tutors throughout the semester to improve students' study and comprehension skills. Academic workshops include engaging presentations and hands-on activities to engage and exercise students' memory for quick retrieval of materials learned.

Learning Center & Foundational Skills for Diné College Success:

Additional resources, tools, and materials can be found on the *Learning Center and Foundational Skills for Diné College Success* course shells on Canvas. Students can visit site for extra support and to enhance their learning experiences.

Additional Resources:

• Free Printing, Photocopying & Scanning services: Available for currently enrolled students at all Learning Center locations. Pickup times and locations may vary by campus.

• Proctoring/Testing Services: Available for Diné College faculty and other institutions, including online courses. Proctoring is available upon request.

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

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

Residence Halls

There are eight (8) Hogan-shaped Halls to accommodate single student without dependents. Each Hall consists of the following and is set for double occupancy.

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

- Shared bathroom between every two rooms
- ADA compliant rooms located in Aspen and Willow Halls
- Laundry rooms are equipped with two coin-operated washers, two dryers, and sink for student usage only
- Each Hall has a fully equipped kitchen.

Student Family Housing

Twenty-eight (28) units are available for students with families at the Tsaile Campus, consisting of two and three bedrooms. All units are furnished with a queen sized bed and dresser in the Master Bedroom, a bunk bed and one dresser in each bedroom, Living room furnishings and kitchen table/chairs. There are two (2) American with Disabilities Act (ADA) compliant units to ensure accommodations for individuals with disabilities.

Application Procedures and Eligibility Requirements

Priority is given to full-time students; however, part time students will be considered if there is availability. Students must be 18 years of age or older to apply for housing. Minors 17 years of age are eligible if they are turning 18 years old during the academic year (fall/spring). Part-time students are required to complete and submit a Below Hours Petition Form to be considered.

Students must submit the following for consideration 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 (clearance must contain a 5-year history).
- Class Schedule
- Verification of Funding Sources (i.e. Financial Aid Award letter, Check stubs, other scholarships, etc.)
- Verification of Covid-19 vaccination for those 16 years of age and older in household
- Security Deposit
- Enrollment verification from Child(ren)'s school. Only dependent children still in school (KG to 12) will be eligible to live in Student Family Housing with their parent(s)/guardian (must provide proof of guardianship).
- Security Deposit Receipt

It is the responsibility of students to complete a housing application and attach all required paperwork. Only complete applications will be accepted. Applications can be accessed and downloaded on the Residence Life webpage on Diné College website.

Deposit

Residence Life requires a deposit for Student Housing. All deposits are due upon move in.

- Residence Halls Security Deposit. $150
- Student Family Housing Deposit. $250

Deposit Refund

A Security Deposit can be refunded in it's 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 may take up to thirty (30) days from the date check-out is completed.

Guest Housing

Guest Housing is provided (Halls only) if there is availability. Priority for housing is for students living in on-campus housing. The guest registration form is available on the Residence Life webpage. Diné College cannot guarantee housing and/or guest housing.

- Single Occupancy - $35 per night • Double Occupancy - $50 per night
- Current registered Diné College students - $10 per night
- Linens consisting of sheets, a pillow, a blanket, and a towel can be provided for an additional fee.

To check for availability, contact the Residence Life Office at 928-724-6782, Monday -Friday between 8 -5 pm. Guests must abide by the Residence Life and Diné College policies.

Summer Conference Housing

The Residence halls open for summer conference housing from late May to the end of July. Requests are open to College guests and College sponsored or co-sponsored programs, conferences, and camps. Residence Life provides housing to campus guests each summer as space allows. To request for summer conference housing, contact the Residence Life Office at residencelife@dinecollege.edu.

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) 368-3621.

Adult Education Program

The Diné College Adult Education Program offers in-person, blended, and online academic classes for adults without their high school diploma. These classes are available at the Shiprock Branch campus and Crownpoint Center in New Mexico. Students, who are 16 or 17 years old, must complete an Underage Permission Form, which must be signed by a parent or legal guardian. The program currently offers academic courses in reading, writing, science, social studies, and mathematics. Classes typically run from August to June each year. While classes are free, students are responsible for paying for official exams using a credit or debit cards on the official testing website. To enroll, students must complete a pre-assessment and attend an orientation session before starting classes.

Mission Statement – Encouraging students to take responsibility for their learning by involving them in developing their academic and study skills.

Vision Statement – To educate and prepare students to excel as lifelong learners and productive citizens.

Values – Educate, Encourage, Engage

AE Accreditation - The Adult Education Program is funded by the U.S. Department of Education through the New Mexico Higher Education Department, Adult Education Division.

For more information, contact the Adult Education Program in Shiprock North Campus at (505) 368-3563.

Diné College Warrior Shop

The Warrior Shop provides Diné College apparel, supplies, snacks, and Native American clothing and household items, such has Pendleton blankets, coffee cups, wallets, etc. Warrior Shops are located at the Tsaile and Shiprock campus.

For more information, contact:

- Tsaile Warrior Shop, call (928) 724-6751
- Shiprock Warrior Shop, call (505) 368-3528
- email: bookstore@dinecollege.edu

Merchandise Refund/Return Policy

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

Department Purchased Gifts

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

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

Cafeteria

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

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 South Campus (505) 368-3615	(928) 282-7514

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

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 MyDineCollege Portal.

MyDineCollege Portal

MyDineCollege is the official portal to the Diné College community. MyDineCollege 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, MyDineCollege (grades, schedule, Financial Aid, and Student Billing).
- Diné College e-mail account.
- Networked Student Folder (S drive).
- Online classes through Learning Management System (LMS).
- Diné College wireless access points.
- Purchase of textbooks via the virtual bookstore: eFollet

Diné Policy Institute (DPI) – Sihasin Baa Nahat'á

Established in 2005, Diné Policy Institute (DPI), through the spirit of K'é, is in a partnership with the Navajo Nation Council and the Board of Regents of Diné College. The lesson of First Man teaches DPI staff to learn from the past to improve the present. First Man used a crystal to understand the calamities taking place in the third world. His diagnosis informed him to gather the people, seeds for food, and soil from each of the sacred mountains to embark upon a journey into the fourth world. In this way, DPI staff work to sound the alarm when a situation appears dangerous and needs the people to adjust their behaviors accordingly. DPI is an academic research entity of Diné College, implementing Nitsáhákéés through dynamic policy analysis based on Diné teachings and paradigms. The teachings and paradigms are heavily informed through Sa'ah Naagháí Bikeh Hózhóón impacting methods of data collection, analysis, and recommendations for those who would use the data for Nahat'á. DPI serves as a resource to provide quality research and education to the Diné. DPI advises Navajo Nation law and policymakers. Through the lens of Sihasin, 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 Diné Policy Institute on projects pertinent to the Diné 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

Land Grant Office (LGO)

Since 1994, all tribally controlled colleges were recognized as Land Grant institution, there by eligible to receive federal funds through USDA. To uphold the Land Grant mission, the Diné College Land Grant office establishes community outreach, research, and student opportunities. 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 demonstration 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

During the spring and fall semesters, the Land Grant Office employs Diné College students. This internship is available to students in any major; however, preference is given to students interested in agriculture, natural resource and environmental sciences. Interns are to maintain a minimum of cumulative 2.0 G.P.A. and enrolled in classes at Diné College. To apply students must submit an online Student Employment Application, Resume, Copy of Academic Transcripts, and Current Class Schedule to the Diné College Human Resources Department. Interns are involved in research, 4-H Youth Development, working on the Diné College farm, and community outreach on the Navajo Nation.

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.

Library Card

Student ID Cards can be activated as library cards. A student at the Tsaile, 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 Tsaile 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	
Tsaile	(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 Tsaile 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.

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.

Academic Advising Program

The Academic Advising program assists students with degree planning and academic pathways leading to completing a degree. Academic Advising services are available to all students virtually by visiting ConexED at: dinecollege.craniumcafe.com/ or send an email to DCAdvisors@dinecollege.edu, or contact a Faculty Advisor with the Academic Schools.

Academic and Faculty Advisors are available to assist students with the following services:

- Explore and declare degree programs
- Provide individual and/or group advising
- Identify and assist students with registering for courses
- Learn and understand how to read a degree checklist
- Share and connect students with campus resources
- Review & promote institutional policies & procedures:
    - Academic Catalog
    - Student Code of Conduct
    - AGEC guidelines
- Help students to explore opportunities to transfers to other institutions
- Create career pathways

Students are encouraged to meet with an Academic Advisor and/or Faculty Advisor located at the campuses and centers prior to scheduling and registering for classes each new semester. This is to ensure students are registering in the appropriate courses to meet the General Education and Program Requirements as outlined in the degree program checklists, and all required pre-requisites.

- Crownpoint Center: (505) 786-7391

- Shiprock Student Success Center: (505) 368-3621
- Tsaile Student Success Center: (928) 724-6855
- Tuba City Center: (928) 283-5113
- Window Rock Center: (928) 871-2230

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.
- Dean'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 bachelor's degree program. Consult the program handbooks for details.

Contact Us

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

Access to and Confidentiality of Records

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

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

Administrative Withdrawal

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

Auditing Courses

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

Change of Grade

The Instructor and Dean of School must approve a grade change. Students wanting to appeal a grade must complete an Academic Grade Appeal form and follow the appeal process. Once course is completed per official last day of class, student(s) cannot submit or resubmit coursework for a higher grade. Circumstances necessitating a change of grade may include a clerical error made by the instructor

or data entry personnel in preparing the grade report or the change of an “Incomplete" grade. With the exception of the “I” and the “IP” grade which must be changed by the end of the following semester, a grade may be changed within an academic year from the time it was given. Changes of grades for summer courses must be completed by the end of the following summer session.

Class Attendance and Punctuality

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

Course Change or Cancellation

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

Course Census

Fall, Spring, Summer Semester	
Regardless if there is a holiday within the census period.	
Week(s) of Instruction	Course Census will be at the conclusion of the indicated weekday.
1 or less	1 (1st Monday of the Semester)
2	2
3	3
4	4
5	5 (1st Friday)
6	6
7	7
8	8
9	9
10	10 (2nd Friday)
11	11
12	12
13	13
14	14
15	15 (3rd Friday)
16 or more	
The *census period will fall within the first 15 days of the semester depending on the length of the course in weeks regardless if there is a holiday observance. Only the weekdays (Monday through Friday) will be used for census dates as well as the holiday observances falling on a weekday are also used for census dates. If a course does not start on the first Monday of the semester, then the course census date will be set according to the start date and the length of the course.	

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.

Credit by Examination

Advanced Placement (AP) Examinations

Diné College accepts successfully completed high school Advanced Placement (AP) courses and examinations. Students who earn qualifying scores on AP examinations may be eligible to receive college credit toward applicable degree requirements.

To be considered for AP credit, students must request that an official Advanced Placement Score Report be sent directly from **College Board** (www.collegeboard.org) to the Diné College Admissions Office. Photocopies, student copies, and scores listed on high school transcripts are not accepted as official documentation. The Admissions Office will verify receipt of the official scores and coordinate the evaluation process with the Registrar's Office.

Credit is awarded based on the AP examination score, the corresponding Diné College course equivalency, and current institutional guidelines. Some subject areas may require a higher score as determined by the appropriate academic division. The current AP Credit Equivalency Table can be found on page 29.

College-Level Examination Program (CLEP)

Diné College recognizes the College-Level Examination Program (CLEP). Students who earn qualifying scores on CLEP examinations may be eligible to receive college credit toward applicable degree requirements.

To be considered for CLEP credit, students must request that an official CLEP Score Report be sent directly from **College Board** to the Diné College Admissions Office. Photocopies, student copies, and scores listed on other documents are not accepted as official documentation. The Admissions Office will verify receipt of the official scores and coordinate the evaluation process with the Registrar's Office.

Credit is awarded based on the CLEP examination score, the corresponding Diné College course equivalency, and current institutional guidelines. Minimum qualifying scores vary by examination and are identified in the Diné College CLEP Credit Equivalency Table on page 29 .

Credit Awarded by Diné College

Credits awarded through AP and CLEP examinations are subject to institutional evaluation and are awarded in accordance with the approved examination equivalency tables on page 29.

- Will be recorded on the student's official academic transcript with a grade designation of CR (Credit).
- Does not carry a letter grade and is not included in the calculation of the cumulative GPA.
- May satisfy degree, certificate, general education, or prerequisite requirements, as applicable.
- Is awarded only after the official score report from the College Board has been evaluated according to the applicable Diné College Credit Equivalency Table.
- Is subject to evaluation based on the student's declared program of study and current curriculum requirements.

The combined maximum number of semester credit hours that may be awarded through credit-by-examination programs, including AP and CLEP, shall not exceed 30 credit hours.

The Registrar's Office maintains the official AP and CLEP Credit Equivalency Tables. Examination equivalencies, minimum qualifying scores, and eligible courses are subject to periodic review and may be revised without prior notice.

Advanced Placement (AP) Credit Equivalency Table

AP Examination	Minimum Score	Diné College Course Equivalent
2-D Art and Design	4 or higher	FA 112
3-D Art and Design	4	FA 107 (3)
3-D Art and Design	5	FA 107 (3)
Art History	3	ARH 213 or ARH 214
Art History	4 or 5	ARH 213 and ARH 214
Biology	3	BIO 100 (4)
Biology	4 or 5	BIO 181 (4) and BIO 182 (4)
Calculus AB	3 or higher	MTH 191 (4)
Calculus BC	3	MTH 191 (4)
Calculus BC	4 or higher	MTH 191 (4) and MTH 192 (4)
Chemistry	4	CHM 151 (5)
Chemistry	5	CHM 151 (5) and CHM 152 (4)
Drawing	4	FA 115 (3)
Drawing	5	FA 115 (3)
Environmental Science	4 or higher	ENV 101 (4)
Macroeconomics	4 or higher	ECO 200 (3)
Microeconomics	4 or higher	ECO 201 (3)
Physics C: Electricity & Magnetism	3	PHY 111 (4)
Physics C: Electricity & Magnetism	4 or higher	PHY 111 (4)
Physics C: Mechanics	3	PHY 110 (4)
Physics C: Mechanics	4 or higher	PHY 110 (4)
Psychology	4 or higher	PSY 111 (3)
Statistics	3	MTH 213 (4)
Statistics	4 or higher	MTH 213 (4)

College-Level Examination Program (CLEP) Credit Equivalency Table

AP Examination	Minimum Score	Diné College Course Equivalent
Calculus	50 or higher	MTH 191 (4)
Chemistry	50 or higher	CHM 151 (5)
College Algebra	50 or higher	MTH 110 (4)
Introductory Sociology	50 or higher	SOC 111 (3)
Precalculus	50 or higher	MAT 190 (4)

Internships

Work opportunities in which students fulfill limited-term positions with a company or organization in order to gain experience and develop career-specific skills. Internships/Externships includes both engagement in professional practice and reflective supervision with a college faculty to meet specified outcomes. The required number of hours and levels of supervision on site vary by program of study. Attendance is monitored, a letter grade is given at the completion of the course.

Practicum

Field experiences in which students apply their learning in real-life situations and events. The purpose of the practicum is to assist in the development of the essential skills, knowledge, and dispositions of a professional through exposure to practical experiences in the field. Practicum includes both engagement in professional practice and reflective supervision with a college faculty to meet specified outcomes. The required number of hours and levels of supervision on site vary by program of study. Attendance is monitored, a letter grade is given at the completion of the course.

Field Experience

Field experiences in which students apply their learning in real-life situations and events. The purpose of the practicum is to assist in the development of the essential skills, knowledge, and dispositions of a professional through exposure to practical experiences in the field. Practicum includes both engagement in professional practice and reflective supervision with a college faculty to meet specified outcomes. The required number of hours and levels of supervision on site vary by program of study. Attendance is monitored, a letter grade is given at the completion of the course

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.
- 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 before the course census date will not appear on a student's transcript.
- A grade of "W" will be recorded for all classes after the course census date.
- Residential students dropping below 12 credits at any time during a semester lose eligibility for campus housing. Any appeals to this must be submitted to Residence Life.
- Students receiving financial aid must check with the Office of Financial Aid and Scholarships for continued financial aid eligibility.
- Any student who discontinues a course at any time without officially dropping the course is subject to a grade of "F".

Enrollment Status

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

Undergraduate 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.

Graduate enrollment status:

Full-time—a student carries 9 or more credits per semester.

Students who have earned fewer than 32 credit hours are classified as freshmen. Students with more than 32 hours are classified as sophomores. Students with 65-96 credit hours are classified as Juniors and students with 97 credit hours and above are classified as Seniors.

Faculty/First-Degree Family Member Instructional Policy

Note: All faculty are strongly advised to councel his/her first-degree family member (including biological child and/or relatives) to take a class with another faculty as an option to this policy in order to avoid the appearance of a conflict of interest.

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

Academic 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.

Graduation Requirements

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

- Fulfill all coursework and degree requirements listed on the Graduation Degree Checklist.
- Cumulative Grade Point Average of 2.0 or better.
- File a completed Graduation Petition and Degree Checklist with the Office of the Registrar prior to the deadline.
- Graduation petitions submitted by the initial deadline require a non-refundable $25.00 petition fee.
- Graduation petitions submitted after the initial deadline and by the final deadline require a non-refundable $35.00 late petition fee.
- Pay all outstanding accounts in full to the College.
- Return all checked-out materials to the library.
- Have all course substitutions approved by submitting a Course Substitution Form.

Graduation Degree Checklist

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

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

1. General Education requirements
2. Program Requirements

*Degree Checklists are available on MyDineCollege Portal (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.

Non-Grade Designations		
		Description
I	Incomplete Grade	An “I” grade indicates incomplete coursework. It must be resolved by the end of the following regular semester, including the summer session, or it will automatically convert to an “F.” Student, faculty and dean must sign incomplete form and submit a grade change form to the Registrar’s Office to update the grade. Resolution Deadlines: • Fall semester “I” grades must be resolved by the end of the following Spring semester. • Spring semester “I” grades must be resolved by the end of the following Summer session. • Summer session “I” grades must be resolved by the end of the following Fall semester. If the grade change results in academic probation or suspension, the restriction takes effect 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-by-exam	The CR grade is awarded through a challenge examination or by the Registrar’s Office. It grants credit for the course but is not computed into the grade point average. A CR grade is equivalent to a grade of "C".
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.

Student graduates are required to purchase a cap and gown from the Tsaile campus bookstore, you may download the Diné College Cap and Gown Order Form from the Warrior Web, and submit the form with payment to the bookstore.

Graduation Exercise

A formal commencement exercises are held bi-annually at the end of the fall and spring semesters. 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 30.

Graduating Catalog Year

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

Graduation Petition

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

Graduation with Honors

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

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

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

Hold on Student Records

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

Instructor Drop

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

Midterm and Final Grade Report

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

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

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

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

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

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

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

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

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

Military Credit

Honorably Discharge Veterans seeking military credits must submit all prior military training transcripts as well as official transcripts of all other schools attended to the Admission's Office. The Registrar will evaluate and determine approval of prior credits.

Participation in College-Sponsored Events

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

Plagiarism Policy:

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

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

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

from in alternate sources. Faculty members should consult with their colleagues on best practices.

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

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

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

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 online at www.studentclearinghouse.org. All financial obligations to the College must be met before official transcripts will be released to the student. Exceptions can be made for scholarships and college/universities, where official transcript is sent directly to the organization or college/university. Unofficial transcripts can be printed at any time during a student's enrollment period in the MyDineCollege Portal (log-in required). Allow 2 days, or 48 hours, maximum for official transcript printing and/or processing.

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

Transfer Credits

Transfer of credits is awarded for coursework completed at other colleges and universities. Office of the Registrar is responsible for conducting official credit evaluations. Transfer students must request official transcripts from colleges previously attended to receive transfer credit. Transfer credit evaluations can take up to two weeks. A copy of the transfer credit evaluation will be emailed to the student upon request, request can be sent to registrar@dinecollege.edu. There is a ten year limit on transfer credits.

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 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

Hooghandóó dóó Adahwiis'áágóó óhoo'ąą' yee náásdoogáał. The purpose of the Diné College General Education curriculum is to act as a bridge to the broader world that is built upon a foundation of Diné history, language, and culture. The General Education curriculum enables students to pursue their academic and professional aspirations. Students will explore experiences that consider diverse world views, philosophies, cultures, and contemporary life that is consistent with the principles contained within Sá'ąh Naagháí Bik'eh Hózhóón. This educational bridge consists of the student's ability to write clearly, think critically, speak effectively, reason mathematically, and creative self-expression that promotes social and personal responsibility, ethical reasoning, and civic knowledge and engagement 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
198, 298,398, 498	Independent study – A course with this description must be approved by the faculty and School Dean.	EDU 498 Student Teaching
199, 299,399, 499; 599	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 Core	Credits
Written Communications (6 hrs) ENG 101: College Composition I ENG 102: College Composition II	3 3
Oral Communications (4 hrs) NAV 101, 102, 201 or 202	4
Humanities and Fine Arts (6 hrs) Students must choose two courses from: Art History (ARH) 110, 211 Cultural Arts (CA) 101, 103, 105, 107 Creative Writing (CW) 208 English (ENG) 231, 233 Fine Arts (FA) 106, 115, 178 Humanities (HUM) 152, 199 Library (LIB) 110	3 3
MATHEMATICS (3-4 hrs) Student must take appropriate course based on major. MTH 106, MTH 110 or MTH 114	3-4
Social and Behavioral Science (6 hrs) Students must choose one History (HST) 101, 102, 135, or 136 course plus one additional course prefix. Anthropology (ANT) 111, 112, 116, 160, 216 Economics (ECO) 111, 200, 201 Native American Studies (NAS) 111, 200, 250 Political Science (POS) 111, 170 Psychology (PSY) 111 Sociology (SOC) 111, 215, 230	6
Laboratory Science **Associate of Arts:** Students must choose one Life Science or one Physical Science with lab. BIO 100, BIO 160, BIO 181, BIO 182, CHM 130, ENV 101, GLG 101, PHY 101 or PHY 110 **Associate of Science:** ** Must take BIO 181 and CHM 130 or CHM 151. Students must take appropiate course based on major.* BIO 181 CHM 130 or CHM 151	4 8-9
NAVAJO STUDIES (3 hrs) NIS 111 Foundations of Navajo Culture or NIS 221 Navajo History to Present	3
Associate of Arts Required Core Total Students transferring may need to take additional courses to meet core requirements.	**32-33**
Associate of Science Required Core Total Students transferring may need to take additional courses to meet core requirements.	**37-38**

General Education Program Requirements

Written Communications Requirements

ENG 101: College Composition I
ENG 102: College Composition II

Oral Communications Requirements

Students must complete 4 credit hours depending on their Navajo

Language proficiency. Courses are offered in two tracks of Navajo Language ability: Speaker and Non-speaker.

- One Navajo Language course based on placement test. (NAV 101, 102, 201 or 202)

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) 110, 211
- Cultural Arts (CA) 101, 103, 105, 107
- Creative Writing (CW) 208
- English (ENG) 231, 233
- Fine Arts (FA) 106, 115, 178
- Humanities (HUM) 152, 199
- Library (LIB) 110

Mathematics Requirements

MTH 106, 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 3 credit hours. Navajo and Indian Studies courses are required of all students enrolled in ALL degree programs unless waived by School Dean or Provost. Navajo culture, history, and language are areas in which courses are taught in Navajo and English.

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

- NIS 111: Foundations of Navajo Culture

or

- NIS 221: Navajo History to Present

Science Requirements

The A.A. degrees require one science course with a lab.

The A.S. degrees require two science courses with a lab, one in Biology and the other in the Chemisty.

Social and Behavioral Science Requirements

For Diné College students earning an Associates 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 degree program must complete three credit hours from any one of the fields of study listed below.

- Anthropology (ANT) 111, 112, 116, 160, or 216
- Economics (ECO) 111, 200, or 201
- History (HST) 101, 102, 135 or 136
- Native American Studies (NAS) 111, 200, or 250
- Political Science (POS) 111 or 170
- Psychology (PSY) 111
- Sociology (SOC) 111, 215 or 230

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

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.

All Diné College courses used for Arizona General Education Curriculum (AGEC) requirements must transfer as at least elective credit to all Arizona public universities.

Similarly, "Common Courses" must transfer as at least elective credit to universities sharing that major. A shared major is a university degree program with academic preparation similar to programs at other state universities, as defined by the Common Course Matrix.

Categories and Credit Ranges (total of 32 to 35 credits)

1. Written and Oral Communication (6-10 credits; the first 6 must be composition/technical writing, and the remaining 3-4 credits can be in communication studies or languages)

2. Arts & Humanities (6-9 credits)

3. Quantitative Reasoning (3-4 credits)

4. Natural Sciences (4-8 credits)

5. Social & Behavioral Sciences (6-9 credits)

6. Institutions of the Americas (3 credits)

Note: Students will choose courses to align with transfer institution

Category Criteria

WRITTEN AND ORAL COMMUNICATION

Composition courses in this category will meet at least four of the following criteria:

Instruction on:

- the rhetorical situation of written and oral communication, including audience, purpose, and context
- the recursive writing process (strategies for generating ideas, drafting, revising, editing, and reflecting)
- the research process (collecting, evaluation, analyzing, and synthesizing primary and secondary research), the responsible use of sources (including digital/multimodal), and ethical citation of source material
- the importance of contextual/situational awareness in communication, including organizational schemas/strategies, development of ideas, and presentation, and may include instruction for academic and/or technical/professional purposes

Communication or language courses in this category will meet at least four of the following criteria:

Instruction on:

- the syntax and mechanics of written and/or oral communication, including exploration of academic and rhetorically diverse contexts
- how to communicate orally and visually
- the structure and delivery of oral presentations
- the use of visual aids to effectively communicate
- the use of language(s) to explore and express ideas in a diverse society

ARTS & HUMANITIES

Courses in this category will meet at least three of the following criteria:

Instruction on:

- the analysis, interpretation, and/or creation of cultural, artistic, and/or intellectual artifacts
- the importance of global awareness, intercultural knowledge, and intellectual humility, objectivity, and/or curiosity, by situating cultural, artistic, and/or intellectual artifacts in a diverse range of cultural, historical, and intellectual contexts
- the exploration of ideological, philosophical, existential, and/or moral questions with the possibility of developing informed civic and ethical identities through study and/or creative self-expression
- the creation and/or re-creation of artistic works culminating in individual or group exhibition, publication, production, or performance
- the understanding of current global challenges (environmental, social justice, etc.), including exploration of strategies for positive change

QUANTITATIVE REASONING

Courses in this category will meet all the following criteria:

Instruction on:

- mathematical, statistical, and/or logical techniques and methods, and then how to use those methods to understand and solve meaningful problems
- how to express quantitative information symbolically, graphically and/or in written or oral language
- how to interpret, analyze and critique information or a line of reasoning
- how to ask critical thinking questions, develop critical thinking skills and mathematical reasoning, and follow logical procedures step by step

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

Subject Area	Areas	# of Semester Credits
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.*

NOTE: While the approved program is the recommended set of courses for students in that major, for the purposes of the general-education core requirements, any existing, General-Education-Committee-approved, general-education course within a general-education area, or subarea, may fulfill that area.

Certificate Degrees

- Computer Technology
- Geographic Information System
- Medical Assistant
- Cultural Arts
- Navajo Nation Leadership
- Public Health

Associate of Applied Science Degrees

- Business Management
- Office Administration

Associate of Arts Degrees

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

Associate of Science Degrees

- Biology
- Environmental Science
- Health Occupation
- Mathematics
- Physics
- Pre-Engineering
- Public Health

Endorsement Degrees

- Art Endorsement
- Early Childhood Endorsement
- Math Endorsement

Bachelor of Arts Degrees

- Business Administration
- Elementary Education
- Diné Studies
- Navajo Language
- Navajo Nation Law
- Psychology

Bachelor Fine Arts Degrees

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

Bachelor of Science Degrees

- Biology
- Public Health

- Secondary Education, Mathematics
- Secondary Education, Science
- Agricultural Science
- Biomedical Science

Minor Degrees

- Cultural Arts
- Native American Studies

Master of Science Degree

- Biology

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
1st Semester	
ENG 101 College Composition I	3
MTH 100 Intermediate Algebra or MTH 102 Arithmetic and Introductory Algebra	3 3
One Navajo Language course, based on placement test	3-4
MTH 100 Intermediate Algebra or 102 Arithmetic and Introductory Algebra	3
CSC 110 Introduction to Computer Technology	3
CSC 140 Hardware Fundamentals	4
Program Credits:	16-17
2nd Semester	
CSC 150 Programming Fundamentals	4
CSC 170 Web Programming Fundamentals	4
CSC 240 Network Fundamentals	4
CSC 295 Internship or Practicum	3
	15
Program Credits:	31-32

Geographic Information System

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

Program Requirements	Credits
CSC 110 Introduction to Computer Technology	3
ENV 101 Introduction to Environmental Science	4
ENV 105 Climate Change for Tribal Peoples	4
ENV 160 Introduction to Geographic Information System	3
ENV 225 Principles of Agroecology or GLG 101 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

Medical Assistant

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

Program Requirements	Credits
Semester I	
CMA 160/BIO 160 Introduction to Human Anatomy and Physiology	4
CMA 170/BIO 170/PUH 170 Medical Terminology	3
CMA 103 Introduction to Medical Assisting	3
CMA 104 Introduction to Medical Lab Techniques	3
CMA 105 Basic Mathematics, Quality Control and Statistics	3
Semester II	
CMA 107 Biosafety and Infection Control	3
CMA 108 Pharmacology for Medical Assistant	4
CMA 109 Ambulatory Care Clinical Procedures	4
CMA 110 Medical Office Administration	3
Summer Session	
CMA 113 Medical Assistant Externship (240 Hours)	4
CMA 111 Medical Business Practice Administrative Functions & Coding	3
Program Credits:	37

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 and 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	4

Program Requirements	Credits
NIS 127 Navajo Current Issues and Affair	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:	31

Cultural Arts

The Certificate in 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.

Program Requirements	Credits
Semester I	
CA 130 Navajo Cultural Arts Selling Practice	3
CA 132 Navajo Cultural Arts Material and Resources	3
CA 197 Navajo Cultural Arts Practicum I	3
Emphasis (Choose One) - 3 hours CA 101 Navajo Pottery CA 103 Navajo Basketry CA 105 Introduction to Navajo Weaving CA 107 Navajo Moccasin Making CA 108 Introduction to Navajo Silversmithing	3
Semester II	
CA 134 Cultural Arts and Philosophy	3
CA 136 Cultural Arts Business System	3
CA 297 Navajo Cultural Arts Practicum II	3
Emphasis (Choose One) - 3 hours CA 201 Navajo Pottery/Ceremonial Pipes CA 203 Advanced Navajo Basket Making CA 205 Foundation to Navajo Weaving CA 206 Navajo Sash-Belt/Ceremonial Stocking CA 207 Advanced Navajo Moccasin Making CA 208 Foundations Navajo Silversmithing	3
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.

Program Requirements	Credits
HEE 111 Personal and Community Health	3
PUH 111 Introduction to Public Health	3
BIO 170/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 220 Health & Human Disease	3
Program Credits:	12

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS

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

Business Management (A.A.S.)

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

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

Degree Earned	Credits
General Education	18-19
Program Requirements	45
Total Credits Earned:	63-64

Office Administration (A.A.S.)

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

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

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

Degree Earned	Credits
General Education	18-19
Programs Requirements	48
Total Credits Earned:	66-67

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-six 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.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

AZ & NM Program Requirements	Credits
ACC 100 Fundamentals of Accounting	3
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
COM 121 Speech Communications	3
ECO 201 Principles of Microeconomics	3
MKT 240 Marketing	3
Program Credits:	30
Total Program Credits:	33

Degree Earned	Credits
General Education	33
Total Program Requirements	33
Total Credits Earned:	66

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.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
NAV 102, 201, 202, or 211	3-4
NIS 220 Navajo Oral History	3
NIS 225/ANT 225 Indians of the US & North America	3
NIS 226/POS 226 Navajo Nation Government	3
PSY 213/MTH 213 Statistics	4
Program Credits:	16-17
Select ONE emphasis.	
Navajo Language Emphasis: NAV 212 Navajo Literacy & Grammer II NAV 231 Medical Terminology of the Navajo NAV 240 Navajo Public Speaking	9
or	
Diné Studies Emphasis: NAV 211 Navajo Literacy I NIS 222 Contemporary Indian Affairs & Tribal Government NIS 261 Navajo Oral Tradition and Styles	9
AND	
Select ONE CA Elective Cultural Arts (CA) Course(s): Choose one from the following:	
CA 101, CA 103, CA 105 or CA 107	3
Program Credits:	31-32

Degree Earned	Credits
General Education	33
Total Program Requirements	31-32
Total Credits Earned:	64-65

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.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
ECE 108 Field Experience: Birth-Preschool	1
ECE 110 Field Experience: K-3rd grade	1
ECE 111 Introduction Early Childhood Education	3
ECE 116 Language, Literacy, & Cognitive Development	3
ECE 220 Creative Arts for Young Children	3
ECE 225 Child Growth and Development	3
ECE 235 K'é, Ádaa' Ákohwiindzin, Social Development, and Community	3
ECE 245 Wellness and Special Needs for Young Children	4
NIS 294 Diné Education Philosophy I	3
Any EDU Elective	3
Program Credits:	27

Degree Earned	Credits
General Education	32-33
Program Requirements	30
Total Credits Earned:	62-63

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.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
EDU 200 Foundations of Education	3
EDU 238 Children and Youth Literature	3
EDU 240 Introduction to Special Education	3
EDU 297 Practicum in Education co-Requisite with EDU 200	1
MTE 280 Mathematics for Elementary School Teachers I	3
MTE 281 Mathematics for Elementary School Teachers II	3
NAV Language, (Next after GEN ED NAV course)	3-4
NIS 294 Diné Education Philosophy I	3
PSY 240 Human Growth and Development	3

Program Requirements	Credits
Program Credits:	25-26
Total Program Credits:	28-29

Degree Earned	Credits
General Education	33
Total Program Requirements	28-29
Total Credits Earned:	61-62

Social and Behavioral Science (A.A.)

The Social and Behavioral Science (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, Native American Studies, 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.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
Choose Six (6) from any ANT, HST, NAS, POS, PSY, SOC or SWO courses and MUST be distributed among three different disciplines and must include (9) nine credit hours of 200 level work.	18
Electives	9
Program Credits:	27
Total Program Credits:	30

Degree Earned	Credits
General Education	32-33
Total Program Requirements	30
Total Credits Earned:	62-63

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.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
PSY 213/MTH 213 Statistics	4
SWO 111 Field Placement Seminar	1
SWO 211 Introduction to Social Work	3
SWO 242 Social Work Practice	3

Program Requirements	Credits
SWO 243 Human Behavior in the Social Environment	3
SWO 270 Culture and Diversity: working with Native Nations	3
SWO 250 Social Work Ethics	3
SWO 252 Addictions, Substance Abuse & Social Work Practice	3
SWO 290/PSY 290 Research Methods	4
SWO 295 Field Experience I	3
Program Credits:	30
Total Program Credits:	33

Degree Earned	Credits
General Education	33
Total Program Requirements	33
Total Credits Earned:	66

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.

IMPORTANT: To fulfill the General Education Science Core, students are required to take BIO 181 and CHM 130 or CHM 151.

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.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
BIO 182 General Biology II	4
Choice of one (1): (BS Biology program requires CHM 151 and 152 before Junior year) CHM 152 General Chemistry II or CHM 230 Fundamental Organic Chemistry (BS Biology students take organic in Junior year)	4
Choice of two (2): MTH 190 Pre-Calculus and MTH 213/PSY 213 Statistics or MTH 191 Calculus I or MTH 251 Calculus for Life Science and Business (4) (BS Biology program requires MTH 190 and either MTH 213 or MTH 191 before junior year.)	8
Biology Electives Any 200 level or above Biology course	8
Program Credits:	24
Total Program Credits:	27

Degree Earned	Credits
General Education	37-38
Total Program Requirements	27
Total Credits Earned:	64-65

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. All A.S. degrees require BIO 181 and CHM 130 or 151 class to fulfill the Science core.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
BIO 182 General Biology II	4
MTH 213/PSY 213 Statistics	4
ENV 101 Introduction to Environmental Science or ENV 105 Climate Change for Tribal Peoples	4
or	
ENV 105 Climate Change for Tribal Peoples	4
GLG 101 Physical Geology or (GLG 102 Historical Geology)	4
Program Credits:	8-12

Environmental Science Electives

AGR 103 Conservation for Community Planning	4
AGR 216/PUH 216 One Health	3
AGR 303 Beekeeping	3
AGR 363 Soils, Hydrology, and Crops	3
BIO 284 Plant Biology	4
BIO 326 Ecology	4
BIO 370 Vertebrate Zoology	4
BIO 385 Comparative Invertebrate Zoology	4
CHM 130 Fundamental Chemistry	4
CHM 152 General Chemistry II	4
EGR 111 Introduction to Engineering	3
ENV 101 Introduction to Environmental Science	4
ENV 105 Climate Change for Tribal Peoples	4
ENV 123 Introduction to Physical Hydrology	3
GLG 101 Physical Geology	4

Program Requirements	Credits
GLG 102 Historical Geology	4
PHY 111 Algebra-Based Physics II	4
PHY 121 Calculus-Based Physics I	4
PHY 131 Calculus-Based Physics II	4
MTH 190 Pre-Calculus	4
MTH 191 Calculus I	4
MTH 192 Calculus II	4
MTH 213/PSY 213 Statistics	4
MTH 220 Calculus III	4
Program Credits:	6-8
Total Program Credits:	17-23

Degree Earned	Credits
General Education	37-38
Total Program Requirements	17-23
Total Credits Earned:	**54-61**

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. MTH 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. All A.S. degrees require BIO 181 and CHM 130 or 151 class to fulfill the Science core.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	**3**

Program Requirements	Credits
BIO 201 Human Anatomy & Physiology I	4
BIO 202 Human Anatomy & Physiology II	4
BIO 205 Microbiology	4
Choice of one from:	
ANT 111 Introduction to Cultural Anthropology	3
or	
NAV 231 Medical Terminology of the Navajo	3
or	
SOC 111 Introduction to Sociology	3
Total:	**15**

Choice of (3) three or (4) four courses from the following
Select from:

BIO 170/PUH 170; BIO 182; BIO 284; BIO 320; BIO 340; MTH 213/PSY 213*; CHM 152; CHM 230; PHY 101; PHY 110; PSY 240*; PUH 111; PUH 141*; PUH 200; PUH 201; PUH 241*;

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

	3 or 4
	3 or 4
	3 or 4
	3 or 4
Total:	**12-16**
Program Credits:	**27-31**
Total Program Credits:	**30-34**

Degree Earned	Credits
General Education	37-38
Program Requirements	30-34
Total Credits Earned:	**67-72**

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 BIO 181 and CHM 130 or 151 class to fulfill the Science core.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	**3**

Program Requirements	Credits
CSC 150 Programming Fundamentals	4
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/PSY 213 Statistics MTH 221 Ordinary Differential Equations MTH 225 Elementary Linear Algebra	6-7
Program Credits:	26-27
Total Program Credits:	29-30

Degree Earned	Credits
General Education	37-38
Total Program Requirements	29-30
Total Credits Earned:	**66-68**

Physics (A.S.)

This option provides a foundation in physics as preparation for further studies at a four-year college or university. IMPORTANT: All A.S. degrees require BIO 181 and CHM 130 or 151 class to fulfill the Science core.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
CHM 152 General Chemistry II	4
CSC 150 Programming Fundamentals	4
MTH 190 Pre-Calculus	4
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
Total Program Credits:	31

Degree Earned	Credits
General Education	38
Total Program Requirements	31
Total Credits Earned:	69

Pre-Engineering (A.S.)

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

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

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
Total Program Credits:	33

Degree Earned	Credits
General Education	37-38
Total Program Requirements	33
Total Credits Earned:	70-71

Public Health (A.S.)

This program is designed for health professionals who want to pursue a career in community and population health. It promotes Navajo concepts of health and wellness. This degree leads directly to the Diné College BS Degree in Public Health or students may transfer to other colleges that offer four-year programs in public health, health education, health promotion, or community health. All A.S. degrees require BIO 181 and CHM 130 or 151 class to fulfill the Science core.

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Program Requirements	Credits
HEE 111 Personal and Community Health	3
PUH 111 Introduction to Public Health	3
BIO 170/PUH 170 Medical Terminology	3
PUH 141 Nutrition for Health	3
or	
PUH 241 Human Nutrition	3
PUH 200 Principles of Health Education	3
PUH 201 Principles of Environmental Public Health	3
Program Credits:	9-12

Choose Option A or Option B	Credits
Option A	
PUH 220 Health & Human Disease	3
MTH 213/PSY 213 Statistics	4
Program Credits:	7
Option B	
PUH 290 Introductory Public Health Research Methods	4
PUH 297 Introductory Public Health Research Methods Practicum	3
Program Credits:	**7**
Total Program Credits:	**19-22**

Degree Earned	Credits
General Education	37-38
Total Program Requirements	19-22
Total Credits Earned:	56-60

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 and Curriculum Development	3

Program Requirements	Credits
ARE 229 Secondary Art Methods and 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 School of Diné Studies & 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
EPD 250 Numbers and Operations in Grades K-8	6
EPD 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
EPD 254 Mathematics Classroom Assessment in Grades K-8	3
EPD 255 Pedagogy & Instructional Leadership in Mathematics in Grades K-8	3
Program Credits:	24

Early Childhood Endorsement

The School of Diné Studies and Education offers Early Childhood endorsement courses that are aligned to the 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
ECE 108 Field Experience: Birth – Preschool	1
ECE 110 Field Experience: K - 3rd Grade	1
ECE 111 Introduction to Early Childhood Education	3
ECE 116 Language, Literacy and Cognitive Development	3
ECE 225 Child Growth and Development	3
ECE 235 K'é, 'Adaa' A'Kohwiindzin, Social Development and Community	3
ECE 245 Wellness and Special Needs for Young Children	4
Program Credits:	18

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

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

Diné College Courses & Title	Northland Pioneer College Early Childhood Development (ECD) Courses & Titles	Diné College EDU Courses & Titles (required for admittance to BA Program)
ECE 111 Introduction to Early Childhood Education (3)	ECD 200 Introduction to Early Childhood Education (3)	EDU 200 Foundations of Education (3)
ECE 116 Language, Literacy, and Cognitive Development (3) *	ECD 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 148Toddler Development ECD 149 Development of the Preschool Child (1) ECD 126 Large Muscle Development (1) ECD 127 Small Muscle Development (1)	

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 235 K'e, Adaa AKohwiindzin, 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)

Minor Degree Program

Minor Definition:
A minor is a sub-specialization completed simultaneously with a bachelor degree program. A minor degree offering is formed by a grouping of classes around a specific subject matter, typically between 18-24 credit hours. Minors at Diné College include at least 3-6 credits of upper-level course work (300-400 level). While some classes may overlap with a student's BA, BS, or BFA major program requirements, at least two courses (at least 6 credit hours) which are unique to the minor requirements. A minor is noted on an official transcript. Please note: The declaration of a minor is separate from admission to a major program study declaration. It is the student's responsibility to contact the specific program for more information. It is also the student's responsibility to meet minor requirements prior to their graduation. It is often helpful for students to work closely with the program coordinator to help with advising.

Minor Degrees at Diné College:
Diné College does not require students to complete a minor. However, a minor does allow bachelor degree seeking students to take advantage of the extensive offerings across the institution.

Rules and Regulations
There are a few rules to keep in mind when pursuing a minor:
* students must complete minor admission requirements to declare a minor,
*students seeking a minor must be simultaneously enrolled with a major degree program,
*students must complete all courses for a minor with a minimum 2.0 GPA (letter grade of "C" or higher) for each class,
*students may not take any minor requirements on a Pass/No Pass basis, and
* students must complete their minor requirements prior to graduation.

Minors and Majors
Minors must be completed simultaneously with a major degree program. A minor may not be completed by itself, independent of a major program. Students need at least one active major in order to pursue a minor. Multiple minors can be linked to the completion of a single major. A degree may not include a major and a minor in the same area (e.g., a student cannot earn a BA in Psychology with a Minor in Psychology).

Also be aware that since the minor must be completed with a major, any outstanding minor requirements will prevent the awarding of the degree for a student's major. If a student ultimately decides to graduate without the minor, the minor must be removed from their records before their degree can be processed.

Eligibility for Minors
In addition to any admission requirements, students must maintain a 2.0 GPA in all required courses required for the minor. This means any grade below a "C" will not count towards the completion of a minor.

Credits Required
Most minors require 18-24 credit hours. In some cases, course prerequisites will increase this total. It is ultimately the responsibility of the student to ensure that prerequisites are met. Please refer to the minor program degree checklist for further consultation. Please refer to the minor program degree checklist for further consultation.

Credits Overlap
Courses for the minor may overlap with a student's major or other minor requirements. However, there must be at least two courses (at least 6 credit hours) which are unique to the minor and do not overlap with requirements for a student's major or another minor. In other words, a student pursuing a Cultural Arts Minor with a Navajo Weaving BFA Major must take at least two classes in their minor that is not already included in the BFA Major requirements.

Cross-listed Classes
A student may not apply cross-listed classes to meet multiple minor requirements. Please refer to the minor program degree checklist for further consultation.

Advising
The requirements of most minors are straightforward. However, just like majors, some minors require careful sequencing of courses. If students have any questions about the requirements to complete a minor they should consult the advisor in the department offering the minor. General questions about minors may be directed to the student's major advisor. Students are encouraged to consult with their major advisor to determine how minor requirements can best be intergrated with their major requirements, general education, etc.

Completion of a Minor
A minor must be awarded at the same time a bachelor's degree is awarded. Minors will be posted on your transcript and you will receive a separate minor certificate for each minor program completed.

MINOR IN NATIVE AMERICAN STUDIES

Program Requirements	Credits
NAS Minor Core Requirement	
NAS 111 Introduction to Native American Studies	
NAS 200 Decolonization & Self-Determination	
or	
NAS 250 Colonization and Ethnopolitics	
NAS 100/200 Level Elective:	
NAS 300/400 Level Elective:	
Program Credits:	12-13
NAS Minor Core Elective Requirements	
Choose 3 classes from the following options:	
At least 1 class must be from the SBS Elective : Any selection of NAS class(es) OR ANT 116; ANT 160; ANT 216; ANT 225; BUS 460; ECO 460; HST 234; MGT 320; MGT 420; MGT 460; PSY 211; POS 226; SOC 215; SWO 270	
Elective:	3
Elective:	3
Elective:	3
Interschool Elective Options: Maximum of 2 from the following:	
SAH Elective Options: ARH 211; ARH 361; ARH 413; Any CA; ENG 233; ENG 236; ENG 238	
Elective:	3
Elective:	3
SDSE Elective Options: NAV 211 and above, NIS 118 and above	
(excluding NIS 221); EDU 353; EDU 360; EDU 487; EDU 488	
Elective:	3-4
Elective:	3-4
STEM Elective Options: PUH 350; PUH 360; PUH 498	
(excluding NIS 221)	
Elective:	3
Elective:	3
Program Elective Credits:	9-12
Program Credits:	12-13
Total Program Credits:	21-24

MINOR IN CULTURAL ARTS

A minor in Cultural Arts consists of 21 credit hour minors. This program explores a survey of content areas of Navajo cultural philosophy, economics, studio arts and includes at least 3 hours of advanced hours. This program is open to all students who are simultaneously completing a bachelor degree program at Diné College (BA, BFA, and BS).

Program Requirements	Credits
Choose two of the following:	6
CA 130 Cultural Arts Selling Practice	
CA 132 Cultural Arts Material and Resources	
CA 134 Cultural Arts and Philosophy	
CA 197 Cultural Arts Practicum I	
Choose two of the following:	
CA 101 Navajo Pottery	
CA 103 Navajo Basketry	
CA 105 Introduction to Navajo Weaving	
CA 107 Navajo Moccasin Making	
CA 108 Introduction to Navajo Silversmithing	6
CA 201 Navajo Pottery/Ceremonial Pipes	
CA 203 Advanced Navajo Basket Making	
CA 205 Foundation to Navajo Weaving	
CA 206 Navajo Sash Belt/Ceremonial Stocking	
CA 207 Advanced Navajo Moccasin Making	
CA 208 Foundations Navajo Silversmithing	
Practicum requirements:	
CA 197 Cultural Arts Practicum I	6
CA 297 Cultural Arts Practicum II	
Upper Level Minor Electives:	
NIS 311 Introduction to Navajo Holistic Healing	
NIS 350 Diné Spirituality	
NIS 360 Diné Economic Systems	
NIS 371 Navajo Philosophy	
NIS 420 Diné Social Systems and Issues	3
NIS 450 Diné Resource Management	
NIS 455 Diné Place-based Knowledge, Geography	
CA 397 Cultural Arts Practicum III	
CA 305 Wool Processing I	
CA 308 Intermediate Navajo Silversmithing	

Degree Earned	Credits
General Studies	6
Studio Arts	6
Practicum	6
Upper Level Studies	3
Total Program Credits:	21

BACHELOR OF ARTS DEGREE PROGRAMS

Bachelor of Arts in Business Administration (B.A.)

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

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

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

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

- An A.A. degree in Business Administration for junior level.
- Any other Associate or Bachelor degree will require students

to take additional courses that meets Diné College's A.A. in Business Administration requirements and placed in the sophomore level, or

- High school diploma with a CGPA of 2.5 or higher, and GED with equivalent grade, and eligible to be placed in ENG 101 and MTH 110 will be admitted as a freshman.
- The ECO 200 course MUST be completed under the General Education requirements for Social and Behavioral Science.

Lower Division Requirements	Credits
ACC 100 Fundamentals of Accounting	3
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:	27

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Junior Semester I	Credits
ACC 310 Government and Non-Profit Accounting	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 350 Finance	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 420 Public Relations	3
BUS 460 Tribal & Federal Laws	3
MGT 420 Tribal Enterprises and Entrepreneurship	3
MGT 430 Quality Management	3
MGT 440 Project Management	3
Program Credits:	15

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

Degree Earned	Credits
General Education	33
Lower Division Requirements	27
Upper Division Requirements	63
Total Credits Earned:	123

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 degree program, 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 degree program, students build a deep understanding of the four areas of Diné knowledge in the holistic framework of Diné education and develop skills for their application to contemporary issues in Diné society.

Navajo Language Track

Lower Division Requirements	Credits
NAV 211 Navajo Literacy and Grammer I	3
NAV 212 Navajo Literacy and Grammar II	3
NAV 240 Navajo Public Speaking	3
NAV 231 Medical Terminology of the Navajo	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
PSY 213/MTH 213 Statistics	4
PSY 290/SWO 290 Research Methods	4
Program Credits:	29

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Upper Division Requirements	Credits
NAS 413/PUH 498 Indigenous Research Methodologies	4
NAV 303 Third Level Navajo Immersion I	4
NAV 304 Third Level Navajo Immersion II	4
NAV 315 Navajo Conversation	4
NAV 389 Navajo Linguistics	3
NAV 391 Navajo Descriptive and Narrative Writing	3
NAV 403 Fourth Level Navajo Immersion I	4
NAV 404 Fourth Level Navajo Immersion II	4
NAV 410 Navajo Language Revitalization	3
NAV 415 Advanced Navajo Conversation	3
NAV 471 Advance Navajo Grammar & Applied Linguistics	3
NAV 485 Advance Navajo Oratory Skills	3
NAV 490 Navajo Language Master Apprentice Internship	3
NIS 320 Diné Bina'nitin Values & Ethics	3
NIS 360 Diné Economic Systems	3
NIS 361 Diné Cultural Resource Management	3
NIS 420 Diné Social Systems and Issues	3
NIS 455 Diné Place-based Knowledge, Geography	3
Program Credits:	60
Capstone Courses (3 hrs)	
NIS 495 Senior Capstone Course	3
Total Program Credits:	66

Degree Earned	Credits
General Education	33
Lower Division Requirements	29
Upper Division Requirements	66
Total Credits Earned:	128

Diné Studies Track

Lower Division Requirements	Credits
NAV 211 Navajo Literacy and Grammer I	3
NIS 220 Navajo Oral History	3
NIS 222 Contemporary Indian Affairs & Tribal Government	3
NIS 225/ANT 225 Indians of the United States & North America	3
NIS 226/POS 226 Navajo Nation Government	3
NIS 261 Navajo Oral Tradition and Styles	3
PSY 213/MTH 213 Statistics	4
PSY 290/SWO 290 Research Methods	4
Program Credits:	26

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	

Diné College Requirement (3 hrs)	Credits
NIS 111 or NIS 221	3
Program Credits:	3

Upper Division Requirements (46 hrs)	Credits
NAS 413/PUH 498 Indigenous Research Methodologies	4
NIS 315 Diné Critical Thinking and Writing	3
NIS 320 Diné Bina'nitin Values and Ethics	3
NIS 340 Diné Traditional and Contemporary Leadership	3
NIS 350 Diné Spirituality	3
NIS 360 Diné Economic Systems	3
NIS 361 Diné Cultural Resource Management	3
NIS 362 Diné Environmental Knowledge & Sustainable Development	3
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 and Women in Society	3
NIS 450 Diné Resource Management	3
NIS 455 Diné Place based Knowledge, Geography	3
NIS 458 Diné Energy Development	3
Program Credits:	46
Elective (3-4 hrs)	
NAV	3-4
Internship and Capstone courses (9 hrs)	
NIS 460 Diné Studies Internship	3
NIS 465 Diné Traditional Seminar	3
NIS 495 Senior Capstone Course	3
Program Credits:	9
Total Program Credits:	61-63

Degree Earned	Credits
General Education	33
Lower Division Requirements	26
Upper Division Requirements	61-63
Total Credits Earned:	120-122

Bachelor of Arts in Elementary Education (B.A.)

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

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

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

Admission criteria are as follows: Completion of an A.A. in Elementary Education (based on the College's 2009-2010 or more recent catalog) or Education (based on the 2012-13 catalog) with a cumulative grade point average of 2.75 or better.

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
- Unofficial transcripts (or copies) of all college coursework.
- Current Navajo Nation background check from age 18.
- Current Arizona Department of Public Safety Fingerprint Clearance Card or New Mexico Department of Education Federal Background Check *(upon acceptance into Field Placement)*.

Step 2: Upon acceptance into the program:

- Submit program acceptance letter and required materials to Registration and SDSE Advisor for admissions to the BAEE program. For assistance in completing this item, please contact SDSE at (928) 724-6658.
- Submit completed applications for Financial Aid (FAFSA, tribal, etc). For assistance, contact Financial Aid at (928) 724-6738.

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

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

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

- Completed EDU 200, 238, 240, and 297; MTH 280 and 281, POS 181 AZ only and POS 271 or AA-Elementary Education or AA-Early Childhood Education or Equivalent Program Related; completed other general education credit requirements.
- CGPA of 2.75 or higher
- Application essay
- Unofficial transcripts (or copies) of all college coursework
- Current Navajo Nation and Arizona background check from age 18
- Current Arizona Department of Public Safety Fingerprint Clearance card or New Mexico Department of Education Federal Background Check *(upon acceptance into Field Placement)*.

Freshman Semester I	Credits
Gen Ed: ENG 101 College Composition I	3
EDU 200 Foundations of Education	3
EDU 297 Practicum In Education	1
Gen Ed: MTH 110 or MTH 114	4
Gen Ed: NAV as a Second Language (Based on placement)	4
Program Credits:	15

Freshman Semester II	Credits
Gen Ed: ENG 102 College Composition II	3
POS 181 AZ Constitution & Government or POS 271 US Constitution & Politics	1-2
NAV Language: (Based on Placement)	4
Gen Ed: NIS 221 Navajo History to Present	3
Gen Ed: HST 135 or HST 136	3
Program Credits:	14-15

Sophomore Semester III	Credits
EDU 238 Children and Youth Literature	3
EDU 240 Intro to Special Education	3
Gen Ed: Life Science with Lab	4
MTE 280 Mathematics for Elementary School Teachers I	3
Gen Ed: HUM/FA:	3
Program Credits:	16

Sophomore Semester IV	Credits
NIS 294 Diné Education Philosophy I	3
Gen Ed: SBS	3
Gen Ed: HUM/FA	3
MTE 281 Mathematics for Elementary School Teachers II	3
PSY 240 Human Growth & Development	3
Program Credits:	15

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

UPPER DIVISION REQUIREMENTS (57)

Junior Semester I	Credits
EDU 340 Teaching & Diagnosis of Reading	3
EDU 345 Understanding Human Development in Schools	3
EDU 358 Field Practicum I	1
EDU 360 Special Education Indigenous Classrooms	3
EDU 370 Diné Perspectives In Effective Teaching	3

Junior Semester I	Credits
Program Credits:	13

Junior Semester II	Credits
EDU 320 Diné Perspectives In Effective Classroom	3
EDU 350 Principles of Language Minority Education	3
EDU 362 Integrated Elementary Teaching Methods	3
EDU 374 Bilingual/ESL Reading Methods, Management and Assessment	3
EDU 378 Field Practicum II	2
Program Credits:	14

Senior Semester III	Credits
EDU 460 Math Methods, Management and Assessment	3
EDU 474 Bilingual/ESL Writing Methods, Management and Assessment	3
EDU 476 SEI/ESL for Linguistically Diverse Learners	3
EDU 478 Field Practicum III ESL/SEI	2
EDU 491 Diversity in Families and Communications	3
Program Credits:	14

Senior Semester IV	Credits
EDU 496 School Law and Ethics	2
EDU 498 Student Teaching	12
EDU 499 Diné Education Seminar	2
Program Credits:	16

Degree Earned	Credits
Lower Division Requirements	60-61
Upper Division Requirements	60
Total Credits Earned:	120-121

Bachelor of Arts in Navajo Nation Law (B.A.)

The Bachelor of Arts in Navajo Nation Law has dual purposes in providing legal education through legal theory while incorporating Diné fundamental law and cultural values. The program is intended to offer students a specialized curriculum designed to prepare students to practice law and explore professions within the Navajo Nation.

LOWER DIVISION REQUIREMENTS	Credits
BUS 204 Business Law	3
LAW 200 Introduction to Legal Studies	3
LAW 205 Introduction to Legal Writing	3
NAV 140 Introduction to Navajo Public Speaking	4
NIS 118 Navajo Fundamental Law I	3
NIS 120 Introduction of Navajo Leadership and Communication	3
NIS 135 Navajo Fundamental Law II	3
NIS 226/POS 226 Navajo Nation Government	3
Total Credits Earned:	25

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

UPPER DIVISION REQUIREMENTS (60 HRS)	Credits
LAW 300 Intermediate Legal Writing	3
LAW 305 Legal Ethics and Professionalism	3
LAW 310 Advanced Legal Writing	3
LAW 315 Family Law and Domestic Relations	3
LAW 400 Navajo Criminal Law and Processes	6
LAW 415 Navajo Civil Law and Processes	6
NIS 415 Diné Family Traditional Law	3
Program Credits:	27
Research and Externship	
*Externship should be completed across semesters.	
LAW 308 Legal Externship I	3
LAW 308 Legal Externship I	3
LAW 405 Legal Research	3
LAW 410 Legal Externship II	3
LAW 410 Legal Externship II	3
Program Credits:	15
Electives	
Elective (300 Level):	3
Elective (300 Level):	3
Elective (300/400 Level):	3
Elective (400 Level):	3
Elective (400 Level):	3
Elective (400 Level):	3
Program Credits:	18
300 Level: NIS 315, NIS 320, NIS 350	
400 Level: BUS 460, EDU 496, MGT 420, MGT 460, NIS 410, NIS 420, NIS 425, NIS 465	

Degree Earned	Credits
General Education Requirements	33
Lower Division Requirements	25
Upper Division Requirements	63
Total Credits Earned:	121

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

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

Admission criteria are as follows:

- Completion of an A.A. in Social and Behavior (based on the College's 2015-2016 or more recent catalog). Any other Associate degree will require students to take additional 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/MTH 213 Statistics
  - PSY 290/SWO 290 Research Methods
  - ANT 201 Ethnographic Methods
  - ANT 225/NIS 225 or HST 234 or SOC 215

Lower Division Requirements	Credits
Select (3) Courses from the following prefixes ANT, HST, NAS, POS, SOC or SWO courses	
	3
	3
	3
PSY 111 Introduction to Psychology	3
PSY 213/MTH 213 Statistics	4
PSY 290/SWO 290 Research Methods	4
ANT 201 Ethnographic Methods	3
ANT 225/NIS 225 or HST 234 or SOC 215	3
Program Credits:	26

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

UPPER DIVISION REQUIREMENTS (58-61 hrs)

Junior Semester I	Credits
NAS 200 Decolonization & Self-Determination	3
PSY 202 Career Explorations in Psychology	2
PSY 211 Introduction to Navajo Psychology	3
or	
PSY 215 Personal and Social Adjustment	3

Junior Semester I	Credits
PSY 240 Human Growth and Development	3
PSY 291 Introduction to Counseling	3
Program Credits:	8-9

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

Senior Semester III	Credits
9 Credit hours must be 300 level PSY courses	
	3
	3
	3
NAS 413/PUH 498 Indigenous Research Methodologies	4
Program Credits:	13

Senior Semester IV	Credits
9 Credit hours must be 300 level PSY courses	
	3
	3
	3
NAS 498 Undergraduate Indigenous Research or PSY 497 Advanced Reading in Psychology or PSY 498 Infererential Research or PSY 499 Fieldwork Experience	4
Program Credits:	13

Two 200-level Navajo Language Courses based on Placement Test	Credits
NAV 102, 201 or 202 or 211 or 212 or 231 or 389	3-4
NAV 201 or 202 or 211 or 212 or 231 or 389	3-4
Program Credits:	6-8

Degree Earned	Credits
General Education	33
Lower Division Requirements	26
Upper Division Requirements	58-61
Total Credits Earned:	**117-120**

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

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

1. Creative Writing
2. Digital Photography
3. Traditional Painting

4. Graphic Design
5. Navajo Silversmithing
6. Navajo Weaving

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

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

Emphasis in Creative Writing

Lower Division Requirements	Credits
CW 210 Reading as Writer	3
CW 212 Introduction to Poetry	3
CW 213 Introduction to Fiction	3
CW 214 Introduction to Creative Nonfiction	3
ENG 131 Reading and Writing for Special Purposes	3
ENG 233 Introduction to Native American Literature	3
ENG 234 Literature of the Southwest	3
ENG 236 Introduction to Diné Literature	3
ENG 238 Introduction to Indigenous Literature	3
Program Credits:	27

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

UPPER DIVISION REQUIREMENTS (42 HRS)	
CW 302 Readings in Poetry	3
CW 303 Readings in Fiction	3
CW 304 Readings in Creative Nonfiction	3
CW 312 Poetry II, CW 313 Fiction II, or CW 314 Creative Nonfiction II	3
CW 312 Poetry II, CW 313 Fiction II, or CW 314 Creative Nonfiction II	3
CW 322 Poetry III, CW 323 Fiction III, or CW 324 Creative Nonfiction III	3
CW 322 Poetry III, CW 323 Fiction III, or CW 324 Creative Nonfiction III	3
CW 380 Junior Seminar	3
CW 412 Poetry IV, CW 413 Fiction IV, or CW 414 Creative Nonfiction IV	3

UPPER DIVISION REQUIREMENTS (42 HRS)	
CW 496 Senior Study in Creative Writing	3
CW 497 Senior Thesis	3
CW 498 Senior Seminar	3
ENG 330, CW 339, CW 349, CW 359, CW 379, CW 429, or CW 489	3
ENG 330, CW 339, CW 349, CW 359, CW 379, CW 429, or CW 489	3
Program Credits:	42

BFA Program Electives (18 hrs)	Credits
Choose Six CA, GD, ENG, FA, HUM, LIB: CA 105, CA 205, CA 108, CA 208, ENG 241, FA 106, FA 107, FA 112, FA 115, FA 120, FA 121, FA 131, FA 178, FA 181, FA 182, FA 190, GD 110, GD 210, GD 211, GD 212, GD 213, HUM 105, HUM 131, HUM 151, HUM 152, HUM 199, HUM 221, HUM 250, LIB 210	
	3
	3
	3
	3
	3
	3
Program Credits:	18

Degree Earned	Credits
General Education	32
Lower Division Requirements	27
Upper Division Requirements	63
Total Credits Earned:	122

Emphasis in Digital Photography

Lower Division Requirements	Credits
ARH 213 Survey of World Art, Prehistoric to 1500	3
ARH 214 Survey of World Art,1500 to Present	3
FA 107 3D Design	3
FA 112 2D Design	3
FA 115 Drawing I	3
FA 121 Photography Contemporary Studio: Concepts and Practice	3
FA 181 Digital Photography & Image Editing I	3
FA 281 Digital Photography & Image Editing II	3
GD 212 Digital Media I	3
GD 213 Web Design I	3
Program Credits:	30

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

UPPER DIVISION REQUIREMENT (42 Hrs)	
ARH 313 Contemporary Issues in Art	3
ARH 413 Contemporary American Indian Masters	3
FA 321 Darkroom Photography I	3
FA 381 Photography III	3
FA 382 Experimental Photographic Techniques	3
FA 421 Darkroom Photography II	3
FA 480 Photographic Lighting I	3
FA 481 Photography IV	3
FA 494 Senior Project I	4
FA 495 Senior Project II	4
FA 496 Senior Portfolio Development	4
GD 313 Web Design II	3
MKT 240 Marketing	3
Internships and Capstone (7 hrs)	
FA 491 Capstone	3
FA 497 Museum Internship	4
BFA Program Electives (3 credits)	
Choose Two: CA, GD, ENG, FA, HUM, LIB: CA 105, CA 205, CA 108, CA 208, ENG 241, FA 120, , FA 131, FA 178, FA 182, FA 190, GD 110, GD 210, GD 211, HUM 105, HUM 131, HUM 151, HUM 152, HUM 199, HUM 221, HUM 250, LIB 210	
	3
	3
Program Credits:	58

Degree Earned	Credits
General Education	32
Lower Division Requirements	30
Upper Division Requirements	58
Total Credits Earned:	**120**

Emphasis in Traditional Painting

Lower Division Requirements	Credits
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 190 Painting I	3
FA 215 Drawing II	3
FA 290 Painting II	3
GD 110 Graphic Design I	3
GD 210 Graphic Design II	3
Program Credits:	36

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	**3**

UPPER DIVISION REQUIREMENTS (39 hrs)	
ARH 313 Contemporary Issues in Art	3
ARH 315 History of Graphic Design	3
ARH 413 Contemporary American Indian Masters	3
FA 315 Drawing III	3
FA 390 Painting III	3
FA 392 Experimental Painting Techniques	3
FA 415 Drawing IV	3
FA 445 Life Drawing	3
FA 490 Painting IV	3
FA 494 Senior Project I	4
FA 495 Senior Project II	4
FA 496 Senior Portfolio Development	4
MKT 240 Marketing	3
Internships and Capstone (7 hrs)	
FA 491 Capstone	3
FA 497 Museum Internship	4
BFA Program Electives (6 credits)	
Choose Two: CA, CW, ENG, FA, LIB: CA 105, CA 107, CA 108, CA 205, CA 206, CA 207, CA 208, ENG 241, CW 208, CW 210, CW 212, CW 213, CW 214, FA 120, FA 121, FA 131, FA 178, FA 181, FA 182, FA 190, LIB 210	
	3
	3
Program Credits:	58

Degree Earned	Credits
General Education	32
Lower Division Requirements	36
Upper Division Requirements	58
Total Credits Earned:	**126**

Emphasis in Graphic Design

Lower Division Requirements	Credits
FA 107 3D Design	3
FA 112 2D Design	3
FA 115 Drawing I	3
FA 215 Drawing II	3
FA 181 Digital Photography and Image Editing I	3
ARH 213 Survey of World Art, Prehistoric to 1500	3
ARH 214 Survey of World Art,1500 to Present	3
GD 110 Graphic Design I	3
GD 210 Graphic Design II	3
GD 211 Publication Design I	3
GD 212 Digital Media I	3

Lower Division Requirements	Credits
GD 213 Web Design I	3
Program Credits:	36

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Upper Division Requirements (45 hrs)	
ARH 313 Contemporary Issues in Art	3
ARH 315 History of Graphic Design	3
ARH 413 Contemporary American Indian Masters	3
FA 315 Drawing III	3
FA 494 Senior Project I	4
FA 495 Senior Project II	4
FA 496 Senior Portfolio Development	4
GD 310 Graphic Design III	3
GD 311 Publication Design II	3
GD 312 Digital Media II	3
GD 313 Web Design II	3
GD 314 Typography I	3
GD 315 Typography II	3
GD 410 Graphic Design IV	3
Internship and Capstone (7 hrs)	
FA 491 Capstone	3
FA 497 Museum Internship	4
Program Credits:	52

Degree Earned	Credits
General Education	32
Lower Division Requirements	36
Upper Division Requirements	55
Total Credits Earned:	123

Emphasis in Navajo Silversmithing

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

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Upper Division Requirements (46 hrs)	
ARH 313 Contemporary Issues in Art	3
ARH 413 Contemporary American Indian Masters	3
CA 308 Intermediate Navajo Silversmith	3
CA 408 Advanced Navajo Silversmithing	3
CA 418 Lapidary and Inlay	3
FA 315 Drawing III	3
FA 340 Business Planning and Marketing for the Arts	3
FA 415 Drawing IV	3
FA 445 Life Drawing	3
FA 491 Capstone	3
FA 494 Senior Project I	4
FA 495 Senior Project II	4
FA 496 Senior Portfolio Development	4
FA 497 Museum Internship	4
Cultural Arts Lower Core Foundation Requirements (12 hrs)	
CA 108 Introduction to Navajo Silversmithing	3
CA 208 Foundations of Navajo Silversmithing	3
CA 130 Cultural Arts Selling Practices	3
CA 136 Cultural Arts Business System	3
Program Credits:	61

Degree Earned	Credits
General Education	32
Lower Division Requirements	27
Cultural Arts Lower Core Foundation Requirements	12
Upper Division Requirements	49
Total Credits Earned:	120

Emphasis in Navajo Weaving

Lower Division Requirements	Credits
FA 107 3D Design	3
FA 112 2D Design	3
FA 115 Drawing I	3
FA 215 Drawing II	3
ARH 213 Survey of World Art, Prehistoric to 1500	3
ARH 214 Survey of World Art,1500 to Present	3
CA 105 Introduction to Navajo Weaving	3
CA 130 Cultural Arts Selling Practice	3
CA 132 Cultural Arts Material & Resources	3
CA 134 Cultural Arts and Philosophy	3

Lower Division Requirements	Credits
CA 136 Cultural Arts Business System	3
CA 205 Foundation of Navajo Weaving II	3
CA 206 Navajo Sash Belt/Ceremonial Stocking	3
Program Credits:	39

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Upper Division Requirements (30 hrs)	
ARH 313 Contemporary Issues in Art	3
ARH 413 Contemporary American Indian Masters	3
CA 305 Wool Processing I	3
CA 315 Wool Processing II	3
CA 405 Advanced Navajo Weaving	3
FA 340 Business Planning and Marketing for the Arts	3
FA 494 Senior Project I	4
FA 495 Senior Project II	4
FA 496 Senior Portfolio Development	4
Internship and Capstone (7 hrs)	
FA 491 Capstone	3
FA 497 Museum Internship	4
Program Credits:	40
BFA Program Electives (9 hrs)	
Choose three: CA, CW, ENG, FA ,GD, HUM, LIB: CA 108, CA 208, ENG 241 FA 120, FA 121, FA 131, FA 178, FA 181, FA 182, FA 190, GD 110, GD 210, GD 211, GD 212, GD 213, HUM 105, HUM 131, HUM 151, HUM 152, HUM 199, HUM 221, HUM 250 FA 181, FA 182, FA 190, LIB 210	
	3
	3
	3
Program Credits:	49

Degree Earned	Credits
General Education	32
Lower Division Requirements	39
BFA Program Electives	9
Upper Division Requirements	40
Total Credits Earned:	120

BACHELOR OF SCIENCE DEGREE PROGRAMS

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

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

Agricultural Science

Lower Division Requirements (23 hrs)	
Specific agriculture REQUIRED courses ITALICIZED recommended, but not required, courses in parentheses.	
First Year Fall	
AGR 215 Introduction to Veterinary Science	3
	3
First Year Spring	
AGR 216/PUH 216 One Health	3
	3
Second Year Fall	
BIO 284 Plant Biology	4
	3
Second Year Spring	
MTH 213/PSY 213 Statistics	4

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Upper Division Requirements (26-27) or (29-30)	
Specific REQUIRED courses ITALICIZED	
Any Year Summer	
Third Year Fall	
AGR 323 Mushroom and Molds	3
AGR 363 Soils, Hydrology and Crops	3
Third Year Spring:	
AGR 300 Farm & Management/Bookkeeping	3
AGR 313 Agricultural Genetics or BIO 340 General Genetics	3-4
AGR 325 Agro Ecology: Plants and Animals	3
Fourth Year Fall:	
AGR 433 Plant Pathology	3
AGR 493/PUH 493 Food Safety & HACCP; From Farm to Table	4
AGR 498 Senior Thesis I	2
Fourth Year Spring:	
AGR 411 Conservation Planning	3
AGR 499 Senior Thesis II	2

Electives (34 hrs)	
AGR 101 Introduction to Agriculture	4
AGR 301 Introduction to Meat Science & Processing	3
AGR 302 Farm Value-Added Production	3
AGR 303 Beekeeping	3
AGR 304 Forage & Hay Production	1
AGR 305 Industrial Hemp Production	1
AGR 311 Principles of Animal Nutrition	3
AGR 312 Applied Animal Nutrition	3
AGR 350 Livestock Production Management I	3
AGR 355 Livestock Production Management II	3
AGR 373 Fruit and Vegetable Production I	3
AGR 408 Field Work Experience	1-12
AGR 460 Animal Health and Disease	3
AGR 465 Animal Breeding and Reproduction	3
AGR 473 Fruit and Vegetable Production II	3
AGR 497 Design for Complex Enviornmental Issues	4
AGR 533 Plant Pathology	3
ANT 216 Animals as Commodities	3
BIO 182 General Biology II	4
BIO 340 General Genetics	4
BIO 425 Animal Physiology	4
BUS 265 Statistical Analysis for Business	3
CA 305 Wool Processing I	3
CA 315 Wool Processing II	3
CHM 130 Fundamental Chemistry	4
CHM 152 General Chemistry II	4
CHM 230 Fundamental Organic Chemistry	4
CHM 235 General Organic Chemistry I	4
CHM 236 General Organic Chemistry II	4
CHM 360 Fundamental Biochemistry	3
MGT 420 Tribal Entreprise and Entrepreneurship	3
MKT 240 Marketing	3
NAS 316 Indigenous Animal Relationships	3
PHY 110 Alegbra-Based Physics I	4
PHY 111 Algebra-Based Physics II	4
PHY 121 Calculus-Based Physics I	4
PHY 131 Calculus-Based Physics II	4
Total Elective Credits:	**116-127**

Degree Earned	Credits
Total Lower Division Required Credits (23 hrs):	
Total General Education Credits (38 hrs):	
Total Upper Division Required Credits (26-27) or (29-30):	
Total Elective Credits (34 hrs min):	
Diné College Requirement (3 hrs):	
Total Credits (124-125 or 127-128 credits):	

Bachelor of Science in Biology (B.S.)

The Bachelor 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, Health Occupation, Environmental Science, or similar science area. Students must have degree requirements that may not have been in their AS degree: CHM 152, 230, or 235, PHY110, 111; MTH 191.

Four-Year BS Biology Program

This curriculum for entering freshmen includes all biology, math and science support, and general education requirements.

Lower Division Requirements (24-28 hrs)	
BIO 182 General Biology II	4
CHM 152 General Chemistry II	4
MTH 190 Pre-Calculus	4
Take one or more courses in this option group:	
MTH 213/PSY 213 Statistics	4
MTH 251 Calculus for Life Sci and Bus	4
MTH 191 Calculus I	4
Take one of the 2 semester course sequence:	
PHY 110 Algebra-based Physics I ***and*** PHY 111 Algebra-based Physics II	4/4
or	
PHY 121 Calculus-based Physics I ***and*** PHY 131 Calculus-based Physics II	4/4
Program Credits:	24-28

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	**3**

Upper Division Requirements (59-83 hrs)	
Junior Semester I	**Credits**
Required: BIO 326 Ecology	4
Required: BIO 365 Writing in the Biological Sciences	3
For the 2-semester organic sequence take CHM 301 this semester For the 1-semester organic course, take Optional Elect now, then CHM 230 in SPR	
CHM 235 General Organic Chemistry I	4
Optional Elective crs:	3-4
Take one or more Fall Biology Electives (listed below)	
Biology Elective:	3-4
Biology Elective:	3-4
Program Credits:	13-20

Junior Semester II	Credits
Required: BIO 370 Vertebrate Zoology	4
Required: BIO 340 General Genetics	4
If taking 1 sem organic minimum req'd take CHM 230, otherwise CHM 236	
CHM 230 Fundamental Organic Chemistry	4
CHM 236 General Organic Chemistry II	4
Take one or more Spring Biology Electives	
Biology Elective:	3-4
Biology Elective:	3-4
Program Credits:	15-20

Senior Semester III	Credits
Required: CHM 360 Fundamental Biochemistry	3
Required: BIO 344 Cellular and Molecular Biology	4
Required: BIO 205 Microbiology	4
Take one or more Fall Biology Electives	
Biology Elective:	3-4
Biology Elective:	3-4
Program Credits:	14-20

Senior Semester IV	Credits
Required: BIO 435 Evolutionary Biology	3
Required: BIO 498 Senior Seminar I	1-3
Take one or more Spring Biology Electives	
Biology Elective:	3-4
Biology Elective:	3-4
Take one or more Optional Electives	
Optional Elective Crs:	3-4
Optional Elective Crs:	3-4
Program Credits:	14-20
Total Credits:	**59-83**

Degree Earned	Credits
General Education	38
Lower Division Requirements	24-28
Upper Division Requirements	62-83
Total Credits Earned:	**124-149**

Note: Biology Electives in Senior year may include 500 level BIO or NAS courses. Students can take more than 16 hours per semester only with a 3.00 GPA and Dean's permission.

Bachelor of Science in Public Health (B.S.)

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

The program is available in full at all campuses and centers of the College. Individuals may apply at any time of the year but are formally considered in spring. The application deadline is June 1. This allows for an admission decision prior to the Navajo Nation Scholarship deadline

Lower Division Requirements	Credits
BIO 201 Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II	4
HEE 111 Personal and Community Health	3
MTH 213/PSY 213 Statistics	4
PUH 111 Introduction to Public Health	3
PUH 141 Nutrition for Health or PUH 241 Human Nutrition or BIO 205 Microbiology	3-4
PUH 170/BIO 170/CMA 170 Medical Terminology	3
PUH 200 Principles of Health Education	3
PUH 201 Principles of Environmental Public Health	3
Program Credits:	30-31

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	**3**

Upper Division Requirements (55 hrs)	

Junior Semester I	Credits
NIS 371 Navajo Philosophy	3
or	
NIS 294 Diné Education Philosophy I	3
PUH 220 Health and Human Diseases	3
PUH 345 Theories of Health Behavior	3
PUH 370 Community Health Assessment and Planning	3
PUH 391 Seminar in Public Health	3
Program Credits:	15

Junior Semester II	Credits
NIS 311 Introduction to Navajo Holistic Healing	3
PSY 240 Human Growth and Development	3
PUH 380 Implementation of Eval of Public Health Interventions	3
PUH 385 Mental Health Issues in Public Health	3
PUH 395 Introduction of Epidemiology	3
Program Credits:	15

Senior Semester III	Credits
PUH 350 Global Indigenous Health	3
PUH 355 Health Disparities	3
PUH 490 Public Health Research Methods	4
PUH 498/NAS 413 Indigenous Research Methodologies	3
Program Credits:	13

Senior Semester IV	Credits
NAV 231 Medical Terminology of the Navajo	3
PUH 356 Health Services and Policy	3
PUH 360 American Indian Maternal, Child, and Sexual Health	3
PUH 497 Public Health Research Methods Practicum	3
Program Credits:	12

Degree Earned	Credits
General Education	37-38
Lower Division Requirements	30-31
Upper Division Requirements	58
Total Credits Earned:	125-127

Bachelor of Science in Secondary Education, Mathematics (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 conductive to their academic. The specific education for teaching in a Diné predominant public or Charter school is also not met by NAU. A Diné College-provided BS in Secondary Education in Mathematics will meet the needs of most current AS degree seeking students for extending their academic goals and teaching goals, as well as BA in Elementary Education students who desire a Secondary Teacher Education preparation. Our BS in Secondary Education Mathematics Tracks program meets or exceeds the content and requirements of NAU's BSEd in Secondary Education—Mathematics along with specific course work relevant to our local communities' interests in both education and mathematics. The resulted from analysis of NAU and other regional universities' BS in Secondary Education and Mathematics programs, along with Education and Mathematics faculty consultations. Outcomes align with standards from the Council for the Accreditation of Educator Preparation, the National Mathematics Teachers Association, and the Interstate New Teacher Assessment and Support Consortium.

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

Lower Division Requirements	Credits
POS 181 Arizona Constitution and Government	1
POS 271 U.S. Constitution and Politics	2
MTH 213/PSY 213 Statistics	4
MTH 190 Pre-Calculus	4
MTH 191 Calculus I	4
MTH 192 Calculus II	4
MTH 210 Discrete Mathematics	3
EDU 200 Foundation of Education	3
EDU 297 Practicum in Education	1
Program Credits:	26

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Upper Division Requirements (58 hrs)

Junior Semester I	Credits
EDU 370 Diné Perspective in Effective Teaching	3
EDU 240 Introduction to Special Education	3
MTH 220 Calculus III	4
MTH 318 Introduction to Number Theory	3
EDU 358 Field Practicum I	1
Program Credits:	14

Junior Semester II	Credits
EDU 320 Diné Perspectives in Effective Classrooms	3
EDU 378 Field Practicum II	2
MTH 225 Elementary Linear Algebra	3
MTE 401 Methods of Teaching Secondary School Mathematics I	3
MTH 365 Modern Geometry	3
Program Credits:	14

Senior Semester III	Credits
EDU 476 SEI/ESL for Linguistically Diverse Learners	3
EDU 478 Field Practicum III for ESL/SEI	2
MTE 402 Methods of Teaching Secondary School Mathematics II	3
MTE 442 History and Philosophy of Math	3
MTH 221 Ordinary Differential Equations	3
Program Credits:	14

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

Senior Semester IV	Credits
Program Credits:	16

Degree Earned	Credits
General Education	38
Lower Division Requirements	26
Upper Division Requirements	61
Total Credits Earned:	125

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

Courses include Diné College specialized courses in education and science, and also standard required courses in secondary teacher preparation and science disciplines. In science, the course surveys a wide range of disciplines, including math, physics, chemistry, and geology. In biology, courses use the new BS in Biology coursework, including molecular and cellular, organismal, and ecological levels of biology. The theoretical knowledge and skills taught in this program will allow students to enter teaching careers or graduate programs or variety of professional careers. The Science Track is designed as a four-your curriculum for students entering as freshmen. Students entering as sophomores or juniors will want to make sure the fundamental prerequisite for the program are met: BIO 181, 182, CHM 151, 152, 230 or 235, PHY 110; MTH 190, and either 213 or 191. This program follows Northern Arizona University (NAU) standards in Secondary Education in Biology with a few exceptions. Outcomes align with Standards from the Council for the Accreditation of Educator Preparation, the National Science Teachers Association, and the Interstate New Teacher Assessment and Support Consortium.

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

Lower Division Requirements	Credits
BIO 182 General Biology II	4
CHM 152 General Chemistry II	4
MTH 190 Pre-Calculus	4
EDU 200 Foundation of Education	3
EDU 297 Practicum in Education	1
GLG 101 Physical Geology	4
PHY 110 Algebra-based Physics I	4
POS 181 Arizona Constitution and Government	1
POS 271 U.S. Constitution and Politics	2
Program Credits:	27

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Upper Division Requirements (64 hrs)

Junior Semester I	Credits
BIO 326 Ecology	4
BIO 205 Microbiology	4
MTH 213/PSY 213 Statistics	4
EDU 370 Diné Perspectives in Effective Teaching	3
EDU 358 Field Practicum I	1
Program Credits:	16

Junior Semester II	Credits
BIO 435 Evolution Biology	3
BIO 340 General Genetics	4
CHM 230 Fundamental Organic Chemistry	4
EDU 320 Diné Perspectives in Effective Classrooms	3
EDU 378 Field Practicum II	2
Program Credits:	16

Senior Semester III	Credits
EDU 476 SEI/ESL for Linguistically Diverse Learners	3
BIO 415 Plant Taxonomy	4
BIO 425 Animal Physiology	4
EDU 240 Introduction to Special Education	3
EDU 478 Field Practicum III for ESL/SEI	2
Program Credits:	16

Senior Semester IV	Credits
EDU 496 School Law	2
EDU 498 Student Teaching	12
EDU 499 Diné Education Seminar	2
Program Credits:	16

Degree Earned	Credits
General Education Requirements	38
Lower Division Requirements	27
Upper Division Requirements	67
Total Credits Earned:	132

Bachelor of Science in Biomedical Science (B.S)

This 122-132 credit hours program is designed to prepare students to pursue a career in Biomedical Science and the Health Care Professions: Medicine, Osteopathic Medicine, Dentistry, Nursing, Pharmacy, Molecular Sciences, Physician Assistant, Occupational Therapy, Physical Therapy, Clinical Laboratory Sciences, and Biomedical Research. This program emphasizes both theoretical and practical knowledge in the biomedical sciences and offers the flexibility to tailor fit one's curriculum to their career pathway. The program emphasizes biomedical health promotion for American Indians and Indigenous communities.

Freshman Semester I	Credits
Gen Ed: BIO 181 General Biology I	4
Gen Ed: CHM 151 General Chemistry I	5
Gen Ed: ENG 101 College Composition I	3

Freshman Semester I	Credits
Gen Ed: MTH 110 College Algebra	4
Program Credits:	16

Freshman Semester II	Credits
BIO 182 General Biology II	4
CHM 152 General Chemistry II	4
Gen Ed: ENG 102 College Composition	3
MTH 190 Pre-Calculus	4
Program Credits:	15

Sophomore Semester III	Credits
BIO 201 Human Anatomy & Physiology I	4
CHM 235 General Organic Chemistry I	4
MTH 213/PSY 213 Statistics	4
Gen Ed: NAV 101, 102, 201, 202	4
Program Credits:	16

Sophomore Semester IV	Credits
BIO 202 Anatomy & Physiology II	4
BIO 205 Microbiology	4
CHM 236 General Organic Chemistry II	4
MTH 191 Calculus	4
Program Credits:	16

Diné College Requirement (3 hrs)	Credits
Choice of one: NIS 111 or NIS 221, if either taken in Gen Ed Core, take other	
NIS 111 or NIS 221	3
Program Credits:	3

Junior Semester I	Credits
BIO 344 Cellular & Molecular Biology	4
CHM 310 Introduction to Pharmacology	4
CHM 360 Fundamental Biochemistry	3
PHY 110 Algebra-based Physics I	4
Program Credits:	15

Junior Semester II	Credits
BIO 320 Human Pathophysiology	4
BIO 340 General Genetics	4
Gen Ed: NIS 111 Foundations of Navajo Culture	3
PHY 111 Algebra-based Physics II	4
Program Credits:	15

Senior Semester III	Credits
BIO 495 Cancer Biology	3
BIO 488 Medical Microbiology	4
BIO 450 Bioinformatics or Upper Division Elective in any Discipline	4

Senior Semester III	Credits
DC Requirement: NIS 221 Navajo History to Present	3
Gen Ed: HUM or FA	3
Program Credits:	17

Senior Semester IV	Credits
BIO 485 (1-6) or BIO 408 (1-12) or BIO 494/596 (6)	1-12
BIO 498 Senior Seminar	1
Gen Ed: HUM or FA	3
Gen Ed: HST 101, 102, 135 or 136	3
Gen Ed: SBS	3
Program Credits:	11-22

Degree Earned	Credits
Lower Division Requirements	63
Upper Division Requirements	59-69
Total Credits Earned:	122-132

MASTER OF SCIENCE DEGREE PROGRAM

Master of Science in Biology (M.S.)

The Master of Science in Biology program will develop student's knowledge and research skills in an area of laboratory and/or field research in the biological sciences available at Diné College. The program will prepare students to pursue careers in the biological and related science areas, as well as continued graduate and/or professional medical education. In the first year of the two-year graduate program, students will take two Orientation to Graduate Research courses, BIO 501 and NAS 513, 3 hours each, consisting of advanced concepts in experimental design and statistical analysis, grant writing, ethical conduct of research, and publishing papers. Specialty independent study lab "seminar" courses (BIO 698, 1-3 hrs) and graduate level background courses will also be taken. The student's Graduate Committee is assembled from graduate faculty in the discipline area of the student's research and an external research faculty from an outside research university or industry. The Graduate Committee is responsible for the two-year plan and timeline for graduation. Students will begin their thesis research the first semester.

Semester I	Credits
BIO 501 Design of Experiments & Analysis of Data	3
BIO 698 Lab Seminar	1-3
Elective (500-699 Course)	3-4
as determined by student's graduate committee	
Program Credits:	**7-10**

Semester II	Credits
NAS 513 Indigenous Research Methodology	3
BIO 698 Lab Seminar	1-3
Elective (500-699 Course)	3-4
as determined by student's graduate committee	
Program Credits:	**7-10**

Semester III	Credits
BIO 699 Thesis Research	3
BIO 698 Lab Seminar	1-3
Elective (500-699 Course)	3-4
as determined by student's graduate committee	
Program Credits:	**7-10**

Semester IV	Credits
BIO 699 Thesis Research	3
BIO 698 Lab Seminar	1-3
Elective (500-699 Course)	3
as determined by student's graduate committee	
Program Credits:	**7-10**
Total Credits:	**28-40**

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
Cultural Arts	CA
Chemistry	CHM
Certified Medical Assistant	CMA
Communication	COM
Computer Information System	CIS
Computer Science	CSC
Creative Writing	CW
Dinékehji, Nahaga Binahoah	DNB
Early Childhood Education	ECE
Economics	ECO
Education	EDU
Engineering	EGR
English	ENG
Environmental Science and Technology	ENV
Educational Professional Development	EPD
Fine Arts	FA
Graphic Design	GD
Geology	GLG
Health Education	HEE
History	HST
Humanities	HUM
Navajo Nation Law	LAW
Library	LIB

Course Title	Course Code
Management	MGT
Marketing	MKT
Mathematical Education	MTE
Mathematics	MTH
Native American Studies	NAS
Navajo Language	NAV
Navajo and Indian Studies	NIS
Physical Science	PHS
Physics	PHY
Political Sciences	POS
Psychology	PSY
Public Health	PUH
Sociology	SOC
Social Science	SSC
Social & Philosophical Foundation	SPF
Social Work	SWO
Theatre	THR

ACCOUNTING (ACC)

ACC 100 Fundamentals of Accounting (3)
This course is an introduction to accounting fundamentals. It includes journalizing, posting, worksheets, financial reports, and data processing for accounting. One-hour laboratory required.

ACC 200 Financial Accounting (3)
Prerequisite: Minimum grade of 'C' in ACC 100.
This course covers the theory and practice of accounting in services and merchandising firms. It emphasizes the accounting cycle, periodic reporting, receivables, payables, inventories, and accounting systems. One-hour laboratory required.

ACC 201 Managerial Accounting (3)
Prerequisite: Minimum grade of 'C' in ACC 200.
This course is a continuation of ACC 200 with emphasis on manufacturing firms, and managerial approaches for decision-making. One-hour laboratory required.

ACC 310 Government and Non-Profit Accounting (3)
Prerequisite: Minimum grade of 'C' in ACC 201.
This course covers the theory and practice of accounting for governmental and not-for-profit units. Topics include financial reporting; budgetary accounting; fund accounts; and nonprofit accounting for entities such as public colleges, universities and health care providers.

ACC 350 Finance (3)
Prerequisite: Minimum grade of 'C' in ACC 201, ACC 310, BUS 265, ECO 200 or 201.
Introduction to the theories and applications associated with the functions of capital markets. This includes the conceptual foundations of portfolio theory, risk management, and asset valuation. This course will examine the markets for equity, money, and bonds. One-hour laboratory required.

AGRICULTURE (AGR)

AGR 101 Introduction to Agriculture (4)

A summer immersion course for early enrollment students wishing to explore the field of agriculture. This introduction to fruit and vegetable production will emphasis production in the Four-Corners area generally and Navajo Nation specifically. Traveling throughout the region, the course explores pollination, growth, development, nutrition and propagation of annual and perennial crops. Field ex-

perience will emphasize seed selection, soil management, much and compositing, irrigation, fertilization, grafting, tree architecture and the management of pests and disease.

AGR 103 Conservation for Community Planning (4)
This course introduces students to the understanding natural resource conservation issues and concerns to allow them to develop conservation plans necessary to improve natural resource conditions applicable to tribal lands.

AGR 105 Introduction to Animal Science (4)
This course will introduce students to animal and livestock industries, production, systems and markets. Students will not only learn about national production but also include Navajo Nation livestock industry.

AGR 110 Monitoring/Assessments and Rangeland Management (4)
This course will introduce students to the various grazing management concept, identify local vegetation communities, identification of local plants, as related to current Navajo producers grazing management systems. Field trips and field works will serve as a lab for hands-on and field experience to learn range and vegetation monitoring concepts.

AGR 215 Introduction to Veterinary Science (3)
This course will introduce students to medical terminology, physiology, anatomy, diseases, domestic and exotic animals, Roles of the Veterinary Technician and Veterinarian, career options, ethics, laws, safety, and public health as they relate to Veterinary Medicine.

AGR 216/PUH 216 One Health (3)
Note: Cross-listed with PUH 216
The course will introduce students to the roles of Veterinary Medicine, Biology and Zoology within Environmental Medicine, career options, ethics, laws, safety, zoonotic diseases, and public health as they relate to the concept of "One Health" which examines how humans, animals, and environmental health are all interconnected.

AGR 300 Farm and Management/Bookkeeping (3)
Prerequisite: ENG 101, MTH 110 or equivalent
This course sets the foundation of record keeping, and bookkeeping skills as it relates to farming and ranching operations. Students will learn to apply these skills to analyze operation management decisions.

AGR 301 Introduction to Meat Science and Processing (3)
Prerequisite: AGR 215 or instructor's permission
Fundamental aspects of the meat and poultry industry. Lecture topics and field trip will include the nutrient value of meat and eggs, meat processing and preservation, meat and egg safety, muscle structure and contraction, slaughter and processing of beef, lamb, pork, poultry, sausage and bacon manufacture, meat curing, meat cookery and muscle and bone anatomy.

AGR 302 Farm Value-Added Production (3)
Prerequisite: ENG 101
The student will learn to add the value of a product by transforming a product from its original state to a more valuable product. The course will ensure examples that are applicable to Navajo traditional crops and livestock products. Examples are corn processed in steam corn, fruit product made into jams/jellies or herbs used in soaps. This course will briefly touch on food safety and state regulation and permitting.

AGR 303 Beekeeping (3)
The biology of honey bees and the craft of agriculture will be examined by exploring the natural history, biogeography, and ecology of honey bees. Honey bee anatomy, physiology, colony social structure, pests/diseases, pollination ecology, management and current topics in bookkeeping will be discussed.

AGR 304 Forage and Hay Production (1)
This course will concentrate on forage production, adaptation, sustainable agriculture use, seed production, harvest, livestock utilization and storage. The course will cover grasses and legumes species.

AGR 305 Industrial Hemp Production (1)
The course serves as an introduction to the botany, agronomy, history and use of the hemp plant for food, fiber, and building products.

AGR 311 Principles of Animal Nutrition (3)
The student will learn the components of an animal's diet and understand the nutrition requirements of a balanced diet. Students will also be able to explain how specialist feeders obtain their nutrition. This will include the effects of nutritional disorders and deficiencies. The student will focus on the main component of animal feeds and examine the source structure and function of the major nutrients, nutritional value, and the detrimental effect of dietary imbalances.

AGR 312 Applied Animal Nutrition (3)
Prerequisite: AGR 311
Students will build upon the components approach of AGR 311-'Principles of Animal Nutrition' to better understand the nutrition requirements for a balanced diet applied by a species-by-species approach and application. Students will develop and utilize species -specific nutritional disorders, dificiencies, and toxicology. Students focus on the advanced components of animal feeds and examine the source structure and function of the major nutrients, nutritional value, and the detrimental effect of dietary imbalances in individual animal species.

AGR 313 Agricultural Genetics (3)
Prerequisite: BIO 181 and 182
Agricultural Genetics addresses the fundamental principles of reproduction, variation, and heredity in plants and animals and uses these principles to explore the phenotypic modification of economically important crops and livestock.

AGR 323 Mushroom and Molds (3)
Prerequisite: ENG 101
An overview of how organisms in the Kingdom Fungi (mushrooms, molds, yeasts, rusts, mildews) impact individuals and society. Content will include contemporary and historical contributions of fungi or fungal products as they relate to food, medicine, religion, famine, industry, and basic science, and how these contributions have changed the way we live, the quality of our lives, and cultural development.

AGR 325 Agro Ecology: Plants and Animals (3)
Prerequisite: BIO 181, BIO 182, BIO 284
The course is designed to introduce various topics of Agroecology including Diné Food Sovereignty, traditional and organic farming, plant and animal production, energy, pest management, specialized and controlled environment agriculture and sustainable practices. Alternative agriculture offers society a variety of management practices tending towards sustainable or even regenerative agro-ecosystems, as a response to conventional modes of food, fiber and fuel production that provoke environmental degradation. The class will consist of one-hour lecture and on three four-hours laboratory each week during which students will either be in the field or in the computer laboratory.

AGR 350 Livestock Production Management I (3)
The course develops entry-level skills and knowledge in the production and management of meat and fiber livestock and businesses development, such as production agriculture, shows, breeding and sales. The primary instruction will be in areas of health care, economics and management issues facing the beef, small ruminant and swine livestock industries.

AGR 355 Livestock Production Management II (3)
The course develops entry-level skills and knowledge in the production and management of meat, dairy and fiber livestock, equine and poultry and businesses development, such as production agriculture, shows, breeding and sales. The primary instruction will be in areas of health care, economics and management issues facing the dairy, equine and poultry industries.

AGR 363 Soils, Hydrology, and Crops (3)

Prerequisite: ENG 101, BIO 284
This course is designed to introduce various topic of soils, hydrology, and drought-resilient agricultural systems. This course is a qualitative introduction to the dynamics of soil and water, and their relationship to land use, plant growth, environmental quality, and society/culture. Emphasis will be on restoring farm and ranch ecosystem health, soil growth, and drought-resistant management techniques.

AGR 373 Fruit and Vegetable Production I (3)
Prerequisite: ENG 101, BIO 284, AGR 363
The objective of this course is to provide the student with a basic understanding of fruit and vegetable production. Emphasis will be placed on production regions, biology, soils, nutrition, types of fruits and vegetables, site selection and planting, fruit and vegetable quality factors, propagation, pruning, pollination, flowering and fruit set, horticultural production practices and career opportunities.

AGR 408 Field Work Experience (1-12)
Supervised field experience in an appropriate natural resource agency, organization or agribusiness.

AGR 411 Conservation Planning (3)
Prerequisites: Ninety (90) credit hours. Twenty-four (24) credit hours of upper-division courses in Agricultural Science.
This course introduces students to the understanding of natural resources conservation issues and concerns to allow them to develop conservation plans necessary to improve natural resource conditions applicable to tribal lands. Students will understand Soil, Water, Air, Plant, and Animal resource problems and have the opportunity to establish objective solutions and alternative method to implement the plans. In addition, learn the nine steps of the United States Department of Agriculture Natural Resource Conservation Service Natural Resource Planning Process.

AGR 433/AGR 533 Plant Pathology (3)
Prerequisite: ENG 101, BIO 284. Cross-listed with AGR 533.
This course introduces the basic concepts of plant disease biology and control, covering disorders caused by fungi, viruses, bacteria, and nematodes, as well as the role of environmental factors in contributing to the development of epidemics. Other topics include the mechanisms by which these factors induce disease, the interactions between disease agents and their hosts, disease spread, prevention, and management, and the human and environmental costs of plant diseases.

AGR 460 Animal Health and Disease (3)
Prerequisite: ENG 101, AGR 215
Fundamental aspects of Animals in health and disease. Lecture topics will include an overview of animal health and the disease, which lead to unhealthy animals. The primary focus is on infectious, non-infectious and parasitic diseases common to farm animals and those that occasionally crossover to human populations. The diagnosis, management and control of animal disease, treatment and prevention are included.

AGR 465 Animal Breeding and Reproduction (3)
Prerequisite: Required BIO 425
Fundamental aspects of livestock reproduction. Lecture topics will include the value of managed breeding, reproduction technologies, using medical intervention to improve farm economics, discussion of artificial insemination and embryo transplant, using CIDRS in cattle and sheep, how to use current technology to breed livestock out of season, basics of resolving obstetric emergencies and learning when to request advance Veterinary assistance.

AGR 473 Fruit and Vegetable Production II (3)
Prerequisite: AGR 373
A continuation Fruit and Vegetable Production I, with an emphasis on vegetable and fruit harvest and post harvest topics. This course covers the biological principles involved in harvesting, grading, packaging, transportation, and marketing horticultural crops, and their effects on quality maintenance. Commercial pst harvest practices are described and explained in relation to general procedure and technology as well as the recommended post harvest best handling practices and optimum post harvest conditions for different types or horticultural crops.

AGR 493/PUH 493 Food Safety and HACCP; From Farm to Table (4)
Prerequisite: AGR 301, 373, or instructor's permission. Recommended: BIO 205. Cross-listed with PUH 493
Fundamental aspects of Food Safety and foodborne disease/adulteration/contamination Prevention. Lecture topics and field trip will include the HACCP (Hazard Analysis and Critical Control Point) system for reducing the risk of safety hazards in food production, coverage of production, fresh and processed foods, plants and plant derived products, animal products and eggs into products safe and suitable for human consumption, and what can be done to prevent adulteration by drugs and chemical contamination.

AGR 497 Design for Complex Environmental Issues (4)
This collaborative course focuses on design projects addressing environmental and agriculture challenges. Student teams will create working devices, prototypes, and models, along with conventional text/graphic displays. Through this issue, students can develop the expertise needed to address complex environmental issues, ensuring the sustainability and well-being of the Navajo nation community while fostering a deep connection to their cultural heritage and the environment.

AGR 498 Senior Thesis I (2)
Prerequisite: Ninety total credits. Twenty-four credits of upper-division courses in Agricultural Science, Exceptions: by approval of the Agricultural Science Baccalaureate.
Senior Thesis I is a capstone course where students design, present and initiate a senior research project. The project typically investigates an agricultural process and involves production of an agricultural product.

AGR 499 Senior Thesis II (2)
Prerequisite: AGR 498
Senior Thesis II is the second course of a two-course capstone project where students complete a senior research project. The project typically investigates an agricultural process and involves production of an agricultural product. Students must present the results of their projects publicly.

AGR 533/AGR 433 Plant Pathology (3)
Cross-listed with AGR 433
The course introduces the basic concepts of plant disease biology and control, covering disorders caused by fungi, viruses, bacteria, and nematodes, as well as the role of environmental factors in contributing to the development of epidemics. Other topics include the mechanisms by which these factors induce disease, the interactions between disease agents and their hosts, disease spread, prevention, and management, and the human and environmental costs of plant diseases.

ANTHROPOLOGY (ANT)

ANT 111 Introduction to Cultural Anthropology (3)
Prerequisite: ENG 101 or concurrent enrollment.
This course introduces 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.

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 116 Introduction to Human-Animal Studies (3)
ANT 116 explores relationships between human and other animals,

as well as ideas that human have about animals. Topics address the introduction and application of fundamental concepts of Human-Animal Studies (HAS) including realities from Indigenous perspectives as they apply to human-animal economies, attitudes toward animals, animals in art, belief systems and literature.

ANT 160/NIS 160 Navajo Agricultural History to Present (3)
Note: Cross-listed with NIS 160.
ANT 160 provides philosophical, historical, and cultural practical (hands-on) learning of the foundation and perseverance of Navajo agricultural practices. This includes the study of Navajo agricultural laws and codes practiced prior to European contact as techniques documented during colonial contact, modified through 1868 treaty mandates and practiced in the contemporary as a result of U.S. agricultural laws.

ANT 201 Ethnographic Methods (3)
Prerequisite: ENG 101 or concurrent enrollment.
Ethnographic Methods introduces students to methods of conducting research into human cultures and provides guidance and supervision as students conduct research in the community on an aspect of Navajo life.

ANT 210 Ancient Societies in Prehistoric Times (3)
Prerequisite: ENG 101 or concurrent enrollment.
ANT 210 is an exploration of prehistoric human societies and cultures throughout the world based on archaeological studies of the remains of ancient dwellings, ceremonial sites, and artifacts.

ANT 216 Animals as Commodities (3)
ANT 216 analyzes three areas in which nonhuman animals "serve" humans: as food, as pets, and as research tools through Human-Animal Studies (HAS) frameworks. Students will explore notions or power and difference, ethics and responsibility, and creativity in re-imagining the status quo of human-nonhuman animal relationships, including analysis of Indigenous use of nonhuman animals as commodities.

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.

ART EDUCATION (ARE)

ARE 228 Elementary Art Methods and Curriculum Development (3)
This course is designed for an art endorsement teachers who have teaching certificate from the State of New Mexico and Arizona. Course covers teaching strategies, learning environments, teaching sources and the use of technology in Elementary setting. New Mexico and Arizona State Board of Education Teaching Standards will be emphasized.

ARE 229 Secondary Art Methods and Curriculum Development (3)
This course is designed for an art endorsement for teachers who have teaching certificate from the State of New Mexico and Arizona. Course covers teaching strategies, learning environments, teaching sources and use of technology in Elementary setting. New Mexico and Arizona State Board of Education Teaching Standards will be emphasized.

ART HISTORY (ARH)

ARH 110 Art Appreciation (3)
Prerequisite: ENG 101, and computer literacy.
Develop an understanding and appreciation of the visual arts by exploring major art works in history, discovering it's meaning and looking at different styles and media of art.

ARH 211 Survey of Native American Art (3)
Prerequisite: ENG 101 or instructor's permission.
This course provides an overview and develops an appreciation of Native American Art through both historical and contemporary perspectives.

ARH 213 Survey of World Art, Prehistoric to 1500 (3)
Prerequisite: ENG 101 or instructor's permission.
This course provides knowledge of and appreciation for Western and Eastern Art from the Prehistoric Age until the 1500s.

ARH 214 Survey of World Art, 1500 to Present (3)
Prerequisite: ENG 101 or instructor's permission.
This course provides knowledge and appreciation of Western and Eastern Art from 1500 to contemporary art movements.

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, Iiná and Siihasin as a process for learning.

ARH 315 History of Graphic Design (3)
Prerequisites: ENG 101.
Examination of the history and development of graphic design from the Industrial Revolution through the 21st century. The course will study how graphic design responded to (and affected) international, social, political, and technological developments since 1450. Emphasis will be on printed work from 1880 to 1970 and the relationship of that work to other visual arts and design disciplines. Three hours lecture per week.

ARH 361 Twentieth-Century and Contemporary Native (3)
Prerequisite: ARH 214.
This course covers twentieth-century and contemporary Native American Art. Readings are paired with examination of artworks and discussion of their contexts of production and reception. The course is taught as lecture and discussion.

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

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

ARH 413 Contemporary American Indian Masters (3)
Prerequisites: All core art history courses, ARH 313.
Students will learn of contemporary American Indian Masters RC Gorman, Allan Houser, Fritz Scholder, T.C. Cannon and other American Indian Masters. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iiná and Siihasin as a process for learning.

ASTRONOMY (AST)

AST 100 Fundamentals of Astronomy (4)

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

BIOLOGY (BIO)

BIO 100 Biology Concepts (4)
This one-semester, non-major introductory course covers basic principles and concepts of biology, including how organisms obtain and use energy, reproduction, heredity, evolution, and response to the environment. Environmental issues affecting life, such as global warming, are introduced.

BIO 156 Introduction Biology for Allied Health (4)
Prerequisite: ENG 101 or instructor's permission.
For allied health majors, this is an introductory course with an emphasis on the human body. Includes instruction in fundamental concepts of cell biology, histology, genetics microbiology, and principles of the scientific method.

BIO 160/CMA 160 Introduction to Human Anatomy and Physiology (4)
Students examine the structure and function of all the major systems of the body. Basic principles and concepts of scientific method, organization, homeostasis, and control mechanisms are studied. This course meets for three hours lecture and three hours laboratory per week. This course does not meet nursing program requirements.

BIO 165 Cancer Prevention and Control (3)
Cancer Prevention and Control focuses on the core concepts of biology and public health as they relate to cancer. The course addresses both the biological processes within cells that may result in cancer and public health approaches to cancer, including cancer epidemiology, education, screening, early detection, and treatment options. Special emphasis is placed on the impact of language and cultural issues in developing and implementing cancer prevention programs. Numerous basic concepts of biology and public health are covered, so students should have taken at least one course in introductory biology and one course in introductory public health before enrolling in this course.

BIO 170/CMA 170/PUH 170 Medical Terminology (3)
Prerequisite: ENG 101 (BIO/PUH Majors Only)
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 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)
A survey of biodiversity and core concepts in ecology and evolution. Specifically, a study of the biosphere, ecosystems, populations, evolutionary processes and life phylogenies. The life histories of Bacteria, Archaea, and primitive and derived Eukarya will be explored. This course fulfills the General Education critical thinking requirement.

BIO 201 Human Anatomy and Physiology I (4)
Prerequisite: BIO 181.
Anatomy and physiology is the study of the structure and function of the human body. Selected topics include cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. This course meets for three hours lecture and three hours laboratory per week.

BIO 202 Human Anatomy and Physiology II (4)
Prerequisite: BIO 181, 201.
This course is a continuation of the study of the structure and function of the human body. Selected topics include the endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. This course meets for three hours lecture and four hours laboratory per week.

BIO 205 Microbiology (4)
Prerequisite: BIO 181 and another BIO class (college level) or CHM class.
One semester of college-level chemistry is recommended. Students study micro-organisms and their relationship to health, ecology, and related fields. The field of microbiology is extensive, and in this class emphasis will be on basic principles and their application in medical microbiology. The class will meet for three hours lecture and four hours laboratory per week.

BIO 221 Invertebrate Biology I (4)
Prerequisite: BIO 181.
This is part one of a two semester sequence and involves the survey of Phyla Porifera through Chordata including Blast coelomate by using selected taxa to illustrate concepts in evolution, systematics, physiology, morphology, life history, ecology and behavior. Lectures will be focusing on organizing and interpreting information about invertebrate organisms in order to illustrate evolutionary relationships within and between taxa as well as adaptations that allow Species to inhabit specific habits. Laboratories will supply preserved examples of taxa.

BIO 222 Invertebrate Biology II (4)
Prerequisite: BIO 181.
This is part two of a two-semester sequence and involves the survey of Phyla Annelida through Arthropoda by using selected taxa to illustrate concepts in evolution, systematics, physiology, morphology, life history, ecology and behavior. Lectures will be focusing on organizing and interpreting information about invertebrate organisms in order to illustrate the following: Evolutionary relationships within and between taxa as well as adaptations that allow species to inhabit specific habitats. Laboratories will supply reserved examples of taxa.

BIO 284 Plant Biology (4)
The study of principles and processes in plant biology with emphasis on vascular plants. Students survey the plant kingdom. Course includes study of Native American Medicinal Plants. This course meets for three hours lecture and three-hours laboratory per week.

BIO 296 Scientific Research Seminar (1)
The course is for science and engineering majors, but anyone who is interested in learning more about science-related research is also welcome. It offers a broad-based background in current scientific research. Weekly discussions on various methods used in scientific research are covered in the course along with some hands-on research experiences.

BIO 305 Writing in Biology (1)
This is an additional writing component for any BIO course. Enrollment in this course may be required by instructors as a co-requisite to enrollment in another BIO course. Co-enrollment is at the discretion of the instructor.

BIO 320 Human Pathophysiology (4)
Prerequisite: BIO 201, 202 or instructor's permission. BIO 351 recommended.
Faculty provide a survey of disease processes affecting the major organ systems of the body, beginning with cell injury and death, inflammation, repair and defense mechanisms, and disorders of cellular differentiation. Concepts learned will form a basis for understanding the altered physiological states that will be encountered in the health care professions. Four lecture and laboratory.

BIO 326 Ecology (4)
Prerequisite: BIO 182.
Advanced study of ecological concepts and principles including the organization, function and development of ecosystems, intrapopulation and interpopulation dynamics, niche theory and species richness.

Laboratory work typically includes single day and multi-day field trips.

BIO 340 General Genetics (4)
Prerequisite: BIO 181 and another BIO class (college level).
One semester of college-level chemistry is recommended. Students will survey mechanisms of inheritance (Mendelian and non- Mendelian) and modern molecular genetics, including regulation of transcription and translation, introduction to genomes, understanding the basics of gene transmission, mutation, expression, and regulation, and extra nuclear genomes of mitochondria. This course meets for three hours lecture and three hours laboratory per week. Laboratory sessions include utilization of techniques of both classical genetics (with plants, fungi, and invertebrates) and contemporary molecular genetics.

BIO 344 Cellular and Molecular Biology (4)
Prerequisites: BIO 181, CHM 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 pursing a Bachelor's in Biology or for those interested in molecular basic of life.

BIO 351 Developmental Biology (3)
Prerequisites: BIO 181, 182, 340; (can be Co-requisite)..
Principles of developmental biology, including the development of major organ systems and their underlying molecular and cellular mechanisms. Illustrated mainly using vertebrate examples.

BIO 365 Writing in the Biological Sciences (3)
This course provides students with practice in biological writing for both technical and nontechnical audiences, with the goal of fostering development of effective communication of scientific information by majors in the biological sciences.

BIO 370 Vertebrate Zoology (4)
Prerequisite: Minimum grade of 'C' in BIO 181 or Co-requisite BIO 326
This course is a study of the evolution, diversity, distribution, and ecology of the vertebrates. This course meets for three hours lecture and three hours laboratory per week.

BIO 372 Revolutionary Thought in Biology (3)
The course will provide a critical evaluation of some of the theories that have had, or are having a major influence on our perception of the biological world. The theories will be studied and the supporting evidence of the theories.

BIO 385 Comparative Invertebrate Zoology (4)
Prerequisite: BIO 181.
This course involves the survey of Protists through the non-chordate members of Kingdom Animalia. It will use selected taxa to illustrate concepts of evolution, systematics, physiology, morphology, life history, ecology and behavior. Lectures will focus on organizing and interpreting information about invertebrate organisms in order to illustrate evolutionary relationships within and among taxa as well as adaptations that allow species to inhabit specific habitats. Laboratories will supply models of taxa as described in lecture.

BIO 390 Principles of Forensic Science (3)
Prerequisite: BIO 181, CHM 301, or Instructor's Permission
This course will provide our students with a solid introduction to the field of forensic science. Students will progress towards a compulsion of the critical methods of scientific investigation, critical thinking, perception, and communication, will learn about many of the techniques routinely carried out in forensic biology laboratories. They will begin with search and recovery of mock biological evidence, move on to serological testing of body fluids, with focus on DNA techniques, crime science processing, analysis of physical evidence by the crime lab, firearms and tool marks, chemistry (toxicology, controlled substances), and trace evidence.

BIO 408 Field Work Experience (1-12)
Pass/Fail; no repeat limit.
Supervised field experience in an appropriate agency or organization

BIO 415 Plant Taxonomy (4)
Prerequisite: BIO 182.
Introduces the principles of plant classification: a survey of flowering plant families of northern Arizona and other temperate families, identification, and preservation of wildflower and grasses. Special topics include origin of major groups, higher level classification, species concepts, speciation, and biogeography.

BIO 425 Animal Physiology (4)
Prerequisite or Co-requisite: BIO 344.
This course examines the function and integration of animal tissue organs, and organ systems in the maintenance of homeostasis. Lab experience in the study of animal tissues, organs and organ systems. Special emphasis on physiological responses and adaptations to environmental extremes, southwestern animal adaptations with application to human adaptations. Three hours of lecture and three hours of laboratory.

BIO 426 Plants and Climate (3)
Prerequisite: BIO 181, 182, Recommended BIO 415, ENV 105, CHM 360.
This is a capstone course which analyzes plant physiological functions, including photosynthesis, transpiration, respiration, energy balance, and interactions with past current climate systems. Three hours lecture.

BIO 435 Evolutionary Biology (3)
Prerequisite: BIO 181, 182.
A review of the basic principles of variation, genetic drift, natural selection and population genetics as a precursor to advanced discussions including genome evolution, phylogenetics, coevolution, sexual selection, behavioral evolution and species richness.

BIO 436/ 536 Antimicrobiral Chemotherapy (3)
This course will focus on the study of major classes of antibiotics and chemotherapy of bacterial, viral, fungal and parasitic infections. Up-to-date drugs of choice for infectious disease treatment and pharmacologic properties will also be featured in this course. Various methods utilized int eh clinical and research laboratory to determine antimicrobial susceptibilities will also be demonstrated and discussed. Coconvenes with BIO 536. Letter grade only.

BIO 450 Bioinformatics (4)
Prerequisite: BIO 181, 205, MTH 213/PSY 213, or Instructor's Permission
Bioinformatics focuses on the analysis of DNA/RNA sequence data, and this class will include discussion of the mathematical, statistical, and computational techniques used in studying genomes and proteomes. This course teaches biologists the fundamentals of bioinformatics, the application of the tools of computer science (such as programming languages and databases) to address biological questions. As biological research becomes increasingly data intensive, literacy in bioinformatics, and experience using, evaluating, and presenting on bioinformatics tools have become essential skills for modern biologists.

BIO 470/BIO 570 Medical Mycology (3)
Note: Co-convenes with BIO 570
This course consists of a basic introduction to medical mycology and a comprehensive study of the fungi (yeasts and molds) and mycoses (fungal diseases) likely to be encountered in clinical settings by a medical mycologist, or medical technologist. Attention will be distributed as equally as possible between emphasis on the biology of the fungal zoo pathogen and on its disease. Letter grade only.

BIO 485 Undergraduate Research (1-6)
Prerequisite: repeat up to 12 units.
The course offers original research under the supervision of a researcher advisor.

BIO 488 Medical Microbiology (4)
Prerequisite: BIO 181, 205
Medical aspects of host-parasite relationships in bacterial, mycotic, rickettsial, and viral diseases of human. This course will cover the challenge presented by various groups of infectious microorganisms. Serves as a guide to the complex subject of infectious disease; constructs on fundamental biological principles to examine different agents of disease. Including the modes of transmission, interaction of pathogens with the host immune system, and the ecological factors facilitating or inhibiting the emergence of epidemic disease, their prognosis, diagnosis and treatment. A wide variety of diagnostic techniques including culturing, staining, ELISA, Immuno-chromatography, PCR/RT-PCR, Immuno–electrophoresis, and Western blotting will be taught in laboratories.

BIO 494/ 596 Clinical Laboratory Practicum (6)
Prerequisites: BIO 202, BIO 205, CHM 360 or concurrent enrollment or instructor's permission

BIO 494/BIO 596 is a capstone practicum experience (only lab work) for advanced students in BS Biology, Biomedical Sciences, Public Health or Masters in biology who are interested in joining Diagnostic Clinical/Medical Laboratories as Medical Laboratory Technician/ Technologist or Clinical Laboratory Scientists. This 6 credit hours field experience will be offered to provide hands on technical experience in bench work to make our students simultaneously eligible to appear for a Phlebotomist/Med Lab. Technician/Med Lab. Technologist certification exam offered nationwide by American Medical Technology (AMT) Association or American Society for Clinical Pathology (ASCP). The course will be a culmination of all of the student work in biomedical sciences at Diné College and externship at a designated clinical diagnostic laboratory within HIS/638 or other hospitals/clinics/ healthcare facilities within Navajo reservation or in neighboring towns. Students will utilize clinical and diagnostic laboratory knowledge and skills acquired during their externship to fulfill eligibility requirements for ASCP/AMT certification exam. Their externship will encompass professional level work and will be partially evaluated by the place of externship who are professional in Clinical and diagnostic laboratory sciences and are ASCP/AMT/CAP accredited. Medical aspects of host-parasite relationships in bacterial, mycotic, rickettsial, and viral diseases of human. This course will cover the challenge presented by various groups of infectious microorganisms. Serves as a guide to the complex subject of infectious disease; constructs on fundamental biological principles to examine different agents of disease. Including the modes of transmission, interaction of pathogens with the host immune system, and the ecological factors facilitating or inhibiting the emergence of epidemic disease, their prognosis, diagnosis and treatment. A wide variety of diagnostic techniques including culturing, staining, ELILSA, Immuno- chromatography, PCT/RT-PCR, Immuno-electrophoresis, and Western blotting will be taught in laboratories.

BIO 495 Cancer Biology (3)
Prerequisite: BIO 181, 340 or 344.
Fundamental elements of cancer development and progression will be the focus of this course. Basic biochemical and genetic mechanisms of tumorigenesis, including genomic instability, principles of tumor cell invasion and growth dysregulation will be emphasized. The lectures will be organized into 4 broad thematic groups: A) Cell-Autonomous Mechanisms (e.g., tumor suppressor and oncogene function, DNA repair pathways, senescence, apoptosis); B) Non Cell-autonomous Mechanisms (e.g, tumor microenvironment, hypoxia, angiogenesis); C) Organ Systems (e.g., pancreatic cancer, hematopoietic malignancies); and D) Therapeutic Approaches (e.g. Protein kinase inhibitors, immunotherapy).

BIO 497 Independent Study (1-6)
Prerequisite: No repeat limit.
Individualized approach to select topics by guided reading and critical evaluation.

BIO 498 Senior Seminar (1-3)
Integrates theory and practice of biological concepts, with emphasis on historical contemporary, and future issues. May be repeated for a maximum of three units.

BIO 499 Contemporary Developments (1-3)
Prerequisite: No repeat limit.
This course examines recent treads and investigations in a selected area of a major field of study.

BIO 501 Design of Experiments and Analysis of Data (3)
Prerequisite: MTH 213/PSY 213 or similar or instructor permission.
Modern techniques for the analysis of data and for the planning of experiments in research and in manufacturing. Includes use of software to design factorial and response surface method experiments, interpret the results, and fit data to equations.

BIO 503 Elements of Scientific Endeavor (3)
This course is designed for first-year graduate students in Biological Sciences. Student will develop core competencies to aid in professional development. Assigned readings and discussion will cover a range of topics including, writing a research prospectus and/or short grants, presenting research ideas, ethical conduct of research, reviewing and publishing papers, student-advisor interactions, graduate committees, authorship issues, collaborations and mentoring, speaking with the media, outreach, graphic design, data curation, and career development.

BIO 511 Fungal Biology (3)
Systematics, physiology, ecology, and medical importance of fungi and related forms.

BIO 518 Advanced Cellular and Molecular Biology (3)
This course will develop and understanding of the key concepts of the molecular biology of the cell, integrating principles of cell structure and function with the underlying molecular mechanism(s). Discussion will focus on aspects of gene regulation, genomics, cell cycle control, protein synthesis, intra-cellular protein trafficking and protein degradation in eukaryotic cells. Many of these concepts will be discussed in the context of how defects in cellular processes give rise to disease.

BIO 533 Medical Virology (3)
In-depth study of the major groups of viruses pathogenic for humans; Structure, classification, replication, mechanisms of pathogenesis, immunology, and epidemiology.

BIO 536 Antimicrobial Chemotherapy (3)
This course will focus on the study of major classes of antibiotics and chemotherapy of bacterial, viral, fungal and parasitic infections. Up-to-date drugs of choice for infectious disease treatment and pharmacologic properties will also be featured in this curse. Various methods utilized in the clinical and research laboratory to determine antimicrobial susceptibilities will also be demonstrated and discussed.

BIO 539 Cell & Tissue Culture (3)
This course will introduce the concepts of cell and tissue culture, with specific laboratory exercises designed to expose the student, through the use of primary and established cell lines, to sterile technique, media preparation, quality control and cell line validation, passaging of no adherent and adherent cells, cryopreservation, and microscopy and digital photography. Cellular assays for viability, proliferation, invasion, and apoptosis will be performed.

BIO 548 Immuno-diagnostics (3)
This course covers basic clinical immunology and applications in laboratory medicine. Interactions among immune cells and their secre-

tions are examined. The role of the immune system in tumor growth, transplantation and rejection, and autoimmune diseases is covered. Various methods utilized in the clinical laboratory and research settings will be demonstrated and discussed. This course also includes the principles and practices of quality control and pre-analytical, analytical, and post analytical components of clinical immunology.

BIO 570/BIO 470 Medical Mycology (3)
Note: Co-convenes with BIO 470
This course consists of a basic introduction to medical mycology and a comprehensive study of the fungi (yeasts and molds) and mycoses (fungal diseases) likely to be encountered in clinical settings by a medical mycologist, or medical technologist. Attention will be distributed as equally as possible between emphasis on the biology of the fungal zoo pathogen and on its disease.

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. Laboratory hours required.

BIO 591 Thesis, Dissertation or Special Project I (3)
Prerequisite: Consent of the Instructor
An investigation of a problem undertaken by the student under the guidance of a faculty member, whatever the individual student's research project requires.

BIO 592 Thesis, Dissertation or Special Project II (3)
Prerequisite: BIO 591
An investigation of a problem undertaken by the student under the guidance of a faculty member, whatever the individual student's research project requires.

BIO 593 Thesis, Dissertation or Special Project III (3)
Prerequisite: BIO 592
An investigation of a problem undertaken by the student under the guidance of a faculty member, whatever the individual student's research project requires.

BIO 594 Thesis, Dissertation or Special Project IV (3)
Prerequisite: BIO 593
An investigation of a problem undertaken by the student under the guidance of a faculty member, whatever the individual student's research project requires.

BIO 698 Lab Seminar (1-3)
Co-convenes with BIO 485
Discussion and directed study on current and relevant research in the mentor's lab and specifically on graduate student's research areas. Undergraduate Research. Pass-fail or letter grade. May be repeated as needed. Instructor consent required. All graduate research faculty will teach this to their graduate students in their labs, and with consent, undergraduates in their lab.

BIO 699 Thesis Research (3)
Prerequisite: Admission to master's program. All graduate faculty will teach this course.
Individualized directed research, writing, and oral defense of a selected thesis topic. May be repeated as needed. Department Consent. Pass-fail only. Laboratory hours required.

BUSINESS AND OFFICE ADMINISTRATION (BUS)

BUS 111 Keyboarding (3)
This course enables students to learn skills on the computer keyboard. The students will learn to key alphabetical and number keys by touch; basic skills in formatting letters, memos, and reports; and composing other business documents. One-hour laboratory required.

BUS 121 Records Management (3)
Prerequisite: BUS 143, 124, 141.
This course is an introduction to records management and covers alphabetic filing rules and methods of storing and retrieving alphabetic, subject, numeric, and geographic records as well as the management of physical and electronic records.

BUS 124 Office Procedures (3)
Prerequisite: BUS 111.
This course introduces the students to general office duties, including telephone techniques, receptionist duties, record keeping, time management, and employment preparation.

BUS 141 Introduction to Business (3)
This survey course is designed to orient students to the role of business in the American economic system. An overview of business ownership, management, marketing, data processing, human resources, accounting, finance, consumerism, and the economic environment of capitalism is provided.

BUS 142 Business Math (3)
This course emphasizes mathematics used in business: percentages, interest, discounts, cost markup and markdown, taxes, checking accounts, insurance, and payroll with emphasis on proficient use of the calculator.

BUS 143 Business English (3)
This course introduces students to basic grammar and sentence structure used in the business world.

BUS 180 Computers in Business (3)
Prerequisite: BUS 214.
This course is an introduction to the uses of 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 is required.

BUS 204 Business Law (3)
This course introduces law and the legal process as they relate to business transactions such as contracts, sales, commercial paper and secured transactions. It also includes discussions of business ethics.

BUS 211 Business Internship (3)
Prerequisite: Must have successfully completed 45+ credit hours.
The course is for advanced business students who have completed the majority of their program requirements. The students will be employed in a position related to their degree program. All students will be required to work 100 hours at their job site. The interns will be responsible for weekly reports, work evaluations, completing a career portfolio, and other class-related activities assigned by the coordinating teacher.

BUS 214 Word Processing I (3)
Prerequisite: BUS 111 for Office Administration majors only.
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: BUS 180, 142.
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: ACC 100, BUS 142,.
This course creates an awareness of personal money management

with particular emphasis on budgeting, borrowing, purchasing, investing, insurance, and other financial planning.

BUS 243 Business Communications (3)
This course emphasizes the importance of skills in oral and written communication in the world of business, giving special attention to proofreading and mechanics of grammar.

BUS 265 Statistical Analysis for Business (3)
Prerequisites: Minimum grade of 'C' in MTH 110.
Methods of statistical description. Applies probability theory and statistical inference in business. One-hour laboratory required.

BUS 270 Quantitative Methods in Business (3)
Prerequisites: ACC 201. BUS 265, MTH 110
Business applications of quantitative optimization methods in operations management decisions. One-hour laboratory required.

BUS 340 Technical and Grant Writing (3)
Prerequisite: ACC 201, BUS 204.
This course will guide students in analyzing and improving their writing styles for printed texts, as well as adjusting their styles to online writing standards. With technical writing as a foundation, developing a grant proposal will be the primary focus in the course plus writing, editing, printing documents, and modifying them for posting online.

BUS 350 Business Professional Ethic (3)
Prerequisite: BUS 204, CIS 111.
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: BUS 350, MKT 240
This course covers strategic issues and effective practices of communication between organizations and their constituencies. The coursework includes the study of public opinion research, media relations, public communication campaigns, consumer identity, and representational ethics. Students gain practical experience in writing news releases, conducting surveys, and designing integrated campaigns.

BUS 460 Tribal and Federal Laws (3)
Prerequisite: MGT 320, BUS 204.
This course will examine the relationship between the Federal Government and Tribes deriving from Federal and state law. Students will also study the composition and jurisdiction of the different levels of courts having jurisdiction over the tribal territories and other tribal issues resulting from the legal relationship between the Federal Government and Tribes.

BUS 485 Policy Development & Analysis (3)
Prerequisites: MGT 350, BUS 460, 420.
This course examines public administration and policy, focusing on federal and tribal government policy. Topics include management and leadership, human resources, bureaucratic politics and policy, budgeting, planning, and administrative law.

CULTURAL ARTS (CA)

CA 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.

CA 103 Navajo Basketry (3)
The origin, purposes, philosophy, and functions of Navajo baskets. Projects include making traditional designs, baskets, and water jugs.

CA 105 Introduction to Navajo Weaving (3)
Introduction to the basic fabrication methods in textiles as they relate to Navajo weaving. Students will learn basic skills such traditional upright-loom weaving techniques, warping and vertical design implementation as an addition to the origin, purposes, philosophy and historical development of weaving from the Diné perspective

CA 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.

CA 108 Introduction to Navajo Silversmithing (3)
Prerequisite: CA 105
Students will learn fundamental fabrication techniques required to produce earrings, pendants and bracelets using traditional Navajo silversmith techniques. Students will be introduced to basic design principles, studio safety measures, tools of the trade and fabrication methods. In addition to creating jewelry, students will also learn how to order raw materials and conser4ve scrap. Emphasis will be placed on the importance of the silversmithing to Navajo culture and how symbolism and story can be portrayed both in design and through verbal and written communication.

CA 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.

CA 130 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. (Cultural Arts certificate requirement).

CA 132 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. (Cultural Arts certificate requirement).

CA 134 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. (Cultural Arts certificate requirement).

CA 136 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. (Cultural Arts certificate requirement).

CA 197 Cultural Arts Practicum I (3)
Prerequisite or Concurrent Enrollment: CA 101, 103, 105, 107, 108, 128.
As the first of two practicums required for the Navajo Cultural Arts Certificate and Minor, this class entails historical and philosophical applications of Navajo cultural arts through community research, including how interview cultural arts artist, utilize library cultural arts resources, write artist statements and biographies and photograph their cultural arts works.

CA 201 Navajo Pottery/Ceremonial Pipes (3)

Prerequisite: CA 101.
An advanced course in making pottery and ceremonial pipes according to the Navajo way of life. It includes history and usage and symbolic interpretation of ceremonial pottery.

CA 203 Advanced Navajo Basket Making (3)
Prerequisite: CA 103
Advanced course in Navajo basket making. Includes the philosophical, spiritual and ethical significance of the basket. Examines the historical and contemporary elements of design from different regions and periods.

CA 205 Foundation to Navajo Weaving (3)
Prerequisite: CA 105
Continuation of the basic fabrication methods in textiles as they relate to Navajo weaving. Students will learn basic skills of Navajo Weaving with an emphasis of learning the diagonal patters and warping.

CA 206 Navajo Sash Belt/Ceremonial Stocking (3)
Prerequisites: CA 105
Advanced course in making Navajo sash belt and ceremonial stocking. Includes philosophy, historical development, pattern, spinning and weaving skills.

CA 207 Advanced Navajo Moccasin Making (3)
Prerequisite: CA 107
An advanced course to design and techniques in Ké Nitsaai and Naat'á Ké/Na'abaah Ké. Includes the philosophy and history of Ké Nitsaaí and Naat'á Ké/Na'abaah Ké.

CA 208 Foundations Navajo Silversmithing (3)
Prerequisite: CA 108
Continuation of basic fabrication methods in metal as they relate to Navajo silversmithing. Students will learn improve upon their skills in design, forming, soldering, and overlay as well as the continued studies of silversmithing's impact on the Navajo culture. Completed projects will include: beads, 3D mini sculpture, chain and pendant/brooch.

CA 297 Navajo Cultural Arts Practicum II (3)
Prerequisite: CA 197.
The second of two practicums required for the Cultural Arts Certificate and Minor, this course provides practical (hands-on) learning for the Cultural Arts Certificate students. Activities will include student dissemination of their cultural arts learning through community outreach activities and projects such as public speaking engagements, demonstrations, workshops and participation with exhibits.

CA 305 Wool Processing I (3)
Prerequisite: CA 205
Introduction to the basic processing of wool preparation related to Navajo Weaving. Students will learn basic skills such as learning different grades of raw wool, skirting fleece, washing wool, carding wool, hand spinning wool in different weights, understanding different plying methods (z twist vs. s twist), learning Navajo 3-ply, understanding the difference between machine process wool and hand process wool.

CA 308 Intermediate Navajo Silversmith (3)
Prerequisite: CA 208
Students will learn response and casting methods as they relate to Navajo silversmithing. Students will improve upon skills acquired in previous courses, learn and practice casting methods such as tufa, cuttlebone and sandcasting, and continue studying silversmithing's impact on the Navajo culture. Completed projects will include: a concho, bolo tie, naja and bowguard.

CA 315 Wool Processing II (3)
Prerequisite: CA 305.
Introduction to the basic processes of dying wool related to Navajo weaving. Students will learn basic skills in dying wool the Navajo way. Students will experiment with vegetal dyes and aniline packet dyes and understand the uses of mordants. Students will dye raw wool, handspun skeins of wool, and machine spun wool. Students will experiment with dyeing, protein and cellulose fibers.

CA 397 Navajo Cultural Arts Practicum III (3)
Prerequisite: CA 297.
This practicum course allows students earning a Navajo Cultural Arts Minor to apprentice with a Master Artist and/or cultural arts knowledge holder. Students must accumulate a minimum of 40 contact hours with an approved Master artist and/or knowledge holder throughout the course of a semester. Topics of student may include: cultural arts skills related apprenticeship and/or cultural arts songs and prayers apprenticeship associated with their cultural arts form. Weekly reports, work journals, participation in an end of semester exhibit or lecture and final paper will be required. Students are responsible for securing a mentor to apprentice with prior to the start of class.

CA 405 Advanced Navajo Weaving (3)
Prerequisite: CA 315.
Introduction to advanced Navajo Weaving. Students will learn how to weave 3 complex weaving patterns (size 8" x 25"), implementing vertical and diagonal weaving techniques, either using 2 sheds (regular weaving) or multiple sheds (twill weaving). Projects include: Raised outline, twill, two-faced textiles.

CA 408 Advanced Navajo Silversmithing (3)
Prerequisite: CA 308.
Students will learn how to set cabochons and create bezel styles commonly used in Navajo silversmithing. Additionally, students will learn how to hammer set thicker bezels, learn and practice advanced forming and heavy gauge soldering skills, and continue studying silversmithing's impact on the Navajo culture. Completed projects will include: a multi-stone bracelet, ring with a bezel set cabochon, belt buckle and squash blossom necklace. An emphasis will be place on using ancestral and fabrication techniques and marketing finished pieces.

CA 418 Lapidary and Inlay (3)
This course is designed to be the culmination of skills learned throughout the silversmithing course taken to date. Students will be expected to use skills acquired in previous courses to build the settings that will house their inlay projects. Chip inlay, channel inlay and cushion style inlay will be introduced and practiced over the course of the semester. Completed projects will include a collection of cabochons, ring, chip inlay, ring and cushion inlay cuff bracelet.

CHEMISTRY (CHM)

CHM 130 Fundamental Chemistry (4)
Students receive a survey of modern chemistry and the relationship of chemical principles to familiar aspects of living, including topics relevant to Navajo culture. The faculty will discuss theories of atoms, molecules, chemical bonds, chemical reactivity, solutions, and the chemical basis of life. This course is suitable for allied health and education majors. This course meets for three hours lecture and three hours laboratory per week.

CHM 151 General Chemistry I (5)
Prerequisite: High school chemistry plus MTH 110 or equivalent or instructor's permission.
The first semester of this two-semester sequence presents fundamental concepts of chemistry with an emphasis on theoretical and physical principles; atomic and molecular structure and theory; principles of chemical bonding, and their impact on the properties of gases, liquids, and solids. Laboratory experiments illustrate chemical principles, some of which are quantitative in nature, involving titrimetric and gravimetric methods. Instrumentation in this class includes use of the spectrophotometer. This course meets for four hours lecture and three hours laboratory per week.
NOTE: This course is designed for pre-professional, engineering and chemistry majors.

CHM 152 General Chemistry II (4)
Prerequisite: CHM 151.
This course is a continuation of CHM 151. Topics include physical states of matter, equations of state, phase transformations, solutions and colloids, chemical thermodynamics and kinetics, electrochemistry, ionic equilibrium, and instrumental analysis. This course meets for three hours lecture and three hours laboratory per week.

CHM 230 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 235 General Organic Chemistry I (4)
Rigorous introduction to chemistry of organic compounds covering nomenclature, reaction mechanisms, stereochemistry and identification of organic compounds using spectroscopic methods, GC-MS and NMR spectroscopy.

CHM 236 General Organic Chemistry II (4)
Prerequisite: CHM 235.
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 310 Introduction to Pharmacology (4)
Prerequisite: BIO 181, 182, CHM 235, CHM 236.
This course will help our students to gain an ample understanding of the basic concepts related to drug actions, their physicochemical properties and interactions with their specific targets in host. The students will be able to discuss a number of clinically available drugs used to treat infections and diseases. Alongside with a basic understanding or related topics, this course will develop critical thinking, awareness and understanding of use of these magical bullets through sophisticated thought processes.

CHM 360 Fundamental Biochemistry (3)
Prerequisite: BIO 181 and CHM 230 or CHM 235.
Principles of biochemistry emphasizing biologically important compounds and their functions and metabolism in living cells.

COMPUTER INFORMATION SYSTEM (CIS)

CIS 111 Introduction to Computers (3)
This course introduces business information systems and the uses of business application software with an emphasis on database and spreadsheet packages. One-hour laboratory required.

CERTIFIED MEDICAL ASSISTANT (CMA)

CMA 103 Introduction to Medical Assisting (3)
This course introduces the student to the fundamental knowledge, skills and behavior needed to function effectively in a medical office/clinic. The core elements of this course will focus on professionalism, communication skills, healthcare law and ethics, cultural diversity, safety in the workplace and patient assessment skills.

CMA 104 Introduction to Medical Lab Techniques (3)
This course introduces the student to the CLIA-waived clinical laboratory procedures commonly performed in the ambulatory-care settings. Students will acquire skills necessary to properly obtain blood specimens for laboratory testing. Basic laboratory principals are emphasized including quality assurance and safety requirements. Principals and techniques of commonly performed procedures are practiced.

CMA 105 Basic Mathematics, Quality Control and Statistics (3)
This will be an essential basic Math skills practice and competency development class that will prepare our Certified Medial Assistant Program students to work in various healthcare departments with expanded responsibilities involved in working within medical businesses like hospitals, pharmacies, laboratories, Daycares, assisted living facilities, and other healthcare facilities. The students will also be prepared to use generate and handle a variety of hospital management software systems and Electronic Health Record (EHR) systems during this course.

CMA Exam 1: Mid-program Review and Exam (0)
Prerequisite: CMA 160/ BIO 160, CMA 170, BIO 170, PUH 170, CMA 103, CMA 104 and CMA 105.
Mid-program Review and Exam: On completion courses listed as prerequisites in semester one, the Certified Medical Assistant Program students will appear for a Mid-Program Review and Exam to monitor their level of understanding, progress and deficiencies. It is mandatory to pass this exam in order to move forward in the program.

CMA 107 Biosafety and Infection Control (3)
This course introduces the student to the fundament knowledge, skills and behavior needed to function effectively in a medical office/clinic or healthcare setting. They will be prepared to follow all the basic biosafety measures and Infection control etiquettes to keep themselves, their fellow colleagues, their environment and their loved ones safe, healthy and active while working in a healthcare facility.

CMA 108 Pharmacology for Medical Assistant (4)
This course introduces the student to drug actions, classification, drug preparation and drug dispensing and administration. Emphasis on most commonly prescribed drugs, dosages, systems of measurement, forms and calculations, adverse effects, patient education and medication error reduction. This course meets for three hours lecture and three-hour laboratory per week.

CMA 109 Ambulatory Care Clinical Procedures (4)
This course will introduce general clinical procedures performed in an ambulatory care setting, including preparing patients and assisting with physical examinations, minor office surgery, specialized procedures, and maintenance of the clinical setting. This course meets for three hours lecture and three-hour laboratory per week.

CMA 110 Medical Office Administration (3)
This course encompasses supervised application of clinical and administrative skills in medical office setting with varied and expended level of responsibilities that may involve communication skills, record filling, patient education, and patient's dealing etc.

CMA 111 Medical Business Practice Administrative functions and coding (3)
This course will cover third party billing techniques as well as diagnosis and procedural coding systems that are common in medical offices. The additional topics such as communication skills, medical ethics, legal issues, and resources managed care contracting, fee schedules, claims developing and proceedings, cost containment and electronic data systems will be covered.

CMA Exam 2: Final Exam (0)
Prerequisite: CMA 160/BIO 160, CMA 170, PUH 170, BIO 170, CMA 103, CMA 104, CMA 105, Exam 1, CMA 107, CMA 108, CMA 109, CMA 110, and CMA 111.
Final Exam: On completion of all courses of Certified Medical Assistant Program and before starting the Externship training at TCRHCC or any other partnering health care facility it will be necessary for the students to appear for a Final Comprehensive Exam to monitor their overall level of understanding, competencies and knowledge requirements for a medical assistant. None of the students will be allowed to go for externship at any healthcare facility before clearing all courses and passing both CMA Exam 1 and CMA Exam 2.

CMA 113 Medical Assistant Externship (240 hours) (4)
This course encompasses supervised application of clinical and administrative skills during a 240-hour externship (supervised real life hands-on practical skills) in an ambulatory care facility. Students record their clinical experience in an anecdotal format and are required to pass a mock certification skills exam.

CMA 160/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..

CMA 170/BIO 170/PUH 170 Medical Terminology (3)
Prerequisite: ENG 101 (BIO/PUH Majors Only)
Basic tools are provided, such as root words, prefixes, and suffixes, for building an effective verbal and written biomedical vocabulary.

COMMUNICATION (COM)

COM 121 Speech Communication (3)
Prerequisite: ENG 101.
A study of principles, cultural dimensions, and techniques of public speaking. Students prepare and present speeches..

COMPUTER 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 (4)
This course introduces the student to current personal computer hardware that includes desktop, laptop, as well as mobile devices in areas of managing and maintaining hardware devices and software. The course provides a comprehensive approach to learning computer assembly and upgrading, setup and configuration, and troubleshooting. The course will touch on legacy technology as they are still in use and need support. Three hours lecture and two hours laboratory per week.

CSC 150 Programming Fundamentals (4)
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 thinking, it will help to have mathematical skills and logical aptitude. Three hours lecture and two hours laboratory per week.

CSC 170 Web Programming Fundamentals (4)
This course is an introduction to web programming for the World Wide Web. Student will learn about the relationship between clients and servers, briefly on the history of the internet and how it works, and how web pages are constructed using HTML, CSS, and responsive design techniques. Student will create a website by using step-by-step exercise-oriented approach that reinforces learning by doing. Three hours lecture and two hours laboratory per week.

CSC 190 OS Fundamentals (3)
Co-requisite: CSC 150 or CSC 170.
Fundamentals of operating systems—theory and system administration using Linux or other POSIX compliant OS. Three hours lecture and two hours laboratory per week.

CSC 200 Object-Oriented Programming (3)
Prerequisite: CSC 150.
This course assumes that students are familiar with the basics of procedural programming. Students should already be able to write, from scratch, simple programs that use variables, conditionals, loops, and arrays. The course will begin with a 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 110, CSC 150 or CSC 170
Introduction to the fundamentals of computer networking. History of networking. Network standards and protocols. The OSI and TCP/IP reference models. Practical examples of Ethernet LANs and IP routing. Network monitoring and management. Common network services. Wireless networks. Three hours lecture and two hours laboratory per week.

CSC 295 Internship or Practicum (3)
Co-requisite: CSC 240
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.

CREATIVE WRITING (CW)

CW 208 Introduction to Creative Writing (3)
Course introduces the student to the practice and tradition of creative writing.

CW 210 Reading as Writer (3)
Prerequisite: ENG 102.
An introduction to reading literature as a writer, including analysis and research.

CW 212 Introduction to Poetry (3)
Prerequisite: CW 208.
An introduction to the techniques of writing poetry. Introduces forms, elements of poetry, and workshop vocabulary.

CW 213 Introduction to Fiction (3)
Prerequisite: CW 208.
An introduction to techniques of writing fiction. Introduce forms, elements of fiction, and workshop vocabulary.

CW 214 Introduction to Creative Nonfiction (3)
Prerequisite: CW 208.
An introduction to techniques of writing nonfiction. Introduces forms, elements of nonfiction, and workshop vocabulary.

CW 302 Readings in Poetry (3)
Prerequisite: CW 212.
An intermediate investigation into the history and craft elements of poetry and poetry writing.

CW 303 Readings in Fiction (3)
Prerequisite: CW 213.
An intermediate investigation into the history and craft elements of fiction and the writing of fiction.

CW 304 Readings in Creative Nonfiction (3)
Prerequisite: CW 214.
An intermediate investigation into the history and craft elements of creative nonfiction and the writing of creative nonfiction.

CW 312 Poetry II (3)
Prerequisite: CW 212.
An intermediate study in the techniques of writing poetry, focusing on the workshop experience and composing original work.

CW 313 Fiction II (3)
Prerequisite: CW 213.
An intermediate study in the techniques of writing fiction, focusing on the workshop experience and composing original work.

CW 314 Creative Nonfiction II (3)
Prerequisite: CW 214.
An intermediate study in the techniques of writing creative nonfiction, focusing on the workshop experience and composing original work.

CW 322 Poetry III (3)
Prerequisite: CW 312.
A continued high-intermediate study in the techniques of writing poetry, focusing on polishing workshop posture and composing original work.

CW 323 Fiction III (3)
Prerequisite: CW 313.
A continued high-intermediate study in the techniques of writing fiction, focusing on polishing workshop posture and composing original work.

CW 324 Creative Nonfiction III (3)
Prerequisite: CW 314.
A continued high-intermediate study in the techniques of writing creative nonfiction, focusing on polishing workshop posture and composing original work.

CW 339 Studies in Comtemporary Writing (3)
Prerequisite: CW 302, 303, and 304.
Special topics course covering select topics within the scope of contemporary writing that aim to better the student's understanding of history and craft elements within creative writing.

CW 349 Studies in World Writing (3)
Prerequisite: CW 302, 303, and 304.
Special topics course covering selected topics within the scope of world writing that aim to better the student's understanding of history and craft elements within creative writing.

CW 359 Studies in Women's Writing (3)
Prerequisite: CW 302, 303, and 304.
Special topics course covering selected topics within the scope of women's writing that aim to better the student's understanding of history and craft elements within creative writing.

CW 379 Studies in Craft (3)
Prerequisite: CW 302, 303, and 304.
Special topics course covering selected topics within the scope of craft that aim to better the student's understanding of history and craft elements within creative writing.

CW 380 Junior Seminar (3)
Prerequisite: CW 312, 313, or 314.
An intense investigation into the responsibility and practice of a creative writer with a focus on the role of creative writing with cultural and professional landscapes. Course open to students the semester before their senior year.

CW 412 Poetry IV (3)
Prerequisite: CW 322.
An advanced stud in the techniques of writing poetry, focusing on polishing workshop posture and revising original work

CW 413 Fiction IV (3)
Prerequisite: CW 323.
An advanced study in the techniques of writing fiction, focusing o polishing workshop posture and revising original work.

CW 414 Creative Nonfiction IV (3)
Prerequisite: CW 324.
An advanced study in the techniques of writing creative nonfiction, focusing on polishing workshop posture and revising original work.

CW 429 Diné Storytelling (3)
Prerequisite: CW 302, 303, and 304.
Special topics course covering selected topics within Diné storytelling, aesthetics, and poetics.

CW 489 Literary Anthology (3)
Prerequisite: CW 302, 303, and 304
Course is a practicum on editing and publishing creative writing. Students will work with faculty advisor as they implement editorial responsibilities, including evaluation of submitted or solicited work, design, editing, marketing, and community engagement.

CW 496 Senior Study in Creative Writing (3)
Prerequisite: CW 302, 303, 304 and senior status.
An independent investigation into history and craft elements of creative writing. Students develop and implement their own research goals with the advisement of a Faculty Advisor. Open only to Senior BFA Creative Writing Students.

CW 497 Senior Thesis (3)
Prerequisite: CW 412, 413, or 414 and Senior Status.
An independent course study where, under the guidance of a Faculty Advisor, students compose, edit, and revise a thesis manuscript. This manuscript can include a poetry collection, short fiction collection, novella, essay collection, memoir, or another significant project showcasing the student's writing. Open only to Senior BFA Creative Writing Students.

CW 498 Senior Seminar (3)
Prerequisite: CW 380 and Senior Status.
An advanced investigation into the responsibility and practice of the creative writer with a focus on the role of the creative writer within communal and social landscapes. Open only to Senior BFA Creative Writing Students.

DINÉKEHJI, NAHAGA BINAHOAH (DNB)

DNB 100 Ethics Training (3)
This course will teach the ethics portion of Są'ah Naaghái Bik'eh Hózhóón or SNBH. This concept might be superficially understood as a process of protection and healing in order to live a good, and long, wisdom filled, life. This class is tasked with teaching this rather complex and esoteric approach to life contained within SNBH principles. The class will breathe life into Diné language and culture. This course furthers this endeavor by allowing Diné philosophers to teach the principles of SNBH. The dos and don'ts of traditional healing practices. Includes a description of accepted norms of behavior, taboos, and a discussion on the debates. Introduces the students to procedures meant to manage disagreements refusals, and maintain objectivity. This course will allow students to learn about and fully understand their biases.

DNB 101 Diné Spirituality (3)
Prerequisite: Instructor's permission.
Survey of Diné logic, reason, belief, and practice. Based on Są'ah Naaghái Bik'eh Hózhóón, this course introduces and applies the cycle contained in Dzil Biyin among other bodies of knowledge in the Diné canon. Course applies the balance between Hózhó, and Naayhéé.

EARLY CHILDHOOD EDUCATION (ECE)

ECE 108 Field Experience: Birth-Preschool (1)
Prerequisite: ECE 111 and another ECE program core course.
This course provides supervised 45-hour field experience in early childhood settings serving children from birth through preschool. Students observe and participate in developmentally appropriate learning environments while examining early childhood development, language development, and interactions between children, families, and educators. Field experiences emphasize culturally responsive practices and the role of relationships within learning environments,

including the Diné philosophy of education and the principle of K'é in early childhood settings. Students complete guided observations, reflective assignments, and supervised participation in classroom activities.

ECE 110 Field Experience: K-3rd Grade (1)
Prerequisite: ECE 111 and another ECE program core course.
This course provides supervised 45-hour field experience in kindergarten through third-grade classrooms. Students observe instructional practices and participate in developmentally appropriate learning activities that support early literacy, language development, and foundational academic skills. Field experiences emphasize culturally responsive teaching practices and community relationships consistent with the Diné philosophy of education. Students complete structured observations, reflective assignments, and supervised participation in classroom instruction.

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 explores the development of language, early literacy, and cognitive processes in young children from birth through early childhood. Grounded in the Science of Reading, students examine evidence-based components of literacy instruction, including phonological awareness, phonics, vocabulary, oral language, fluency, and comprehension, and how these support brain development and early learning. The course emphasizes culturally and linguistically responsive practices that honor children's identities, home languages, and community knowledge, including support for bilingual and multilingual learners. Through applied learning, pre-service teachers develop the skills to create inclusive, developmentally appropriate, and literacy-rich environments that promote early reading success and holistic child development. This course also fulfills requirements toward an Arizona/New Mexico Early Childhood Education (ECE) endorsement(s).

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: 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.

ECO 201 Principles of Microeconomics (3)
Prerequisite: 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.

ECO 460 Tribal Economic Issues and Development Strategies (3)
Prerequisite: MGT 420, BUS 460.
This is a basic economic development course examining both developing and Native Nations' economies. Topics include theories of economic development6: Marxist theory, Classical theory, Rostov's

takeoff theory, savings, investment and capital accumulation. Also the course examines economic issues facing Native Nation' due to their unique relationship with Federal and State governments.

EDUCATION (EDU)

EDU 200 Foundations of Education (3)

Prerequisite: ENG 101, NAV 101 or 211. Co-Requisite: EDU 297 Practicum in Education.

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 (3)

This course provides an overview of children and youth literature, 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 children and youth literary works for future teachers to be able to encourage literacy, life-long love of reading, critical thinking, and creativity.

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. Co-Requisite: EDU 200 Foundations of Education.

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

EDU 320 Diné Perspectives in Effective Classrooms (3)

Prerequisite: Acceptance in the B.A. in Elementary Education, B.S. in Secondary Education, Math, or in Secondary Education, Science. Co-requisite EDU 378.

The course is designed to prepare future teachers with the necessary classroom management skills for establishing an effective learning environment for student success using Dine Educational Philosophy and Perspectives that result in establishing an environment that focuses on trust and respect.

EDU 340 Teaching and Diagnosis of Reading (3)

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

This course surveys the principles of practices of universal literacy assessment, teacher candidates examine the basic diagnostic approaches that lead to effective instructional strategies for students who struggle with learning to read and write. There is an emphasis on the causes of reading and writing difficulties, such as student motivation, dyslexia, various disabilities, and instructional approaches. The course focuses on diagnostics techniques to inform the design, assessment choices, student monitoring and report progress, and evaluation of literacy instruction. The course also focuses on introducing teaching research-based phonics and reading methods.

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 350 Principles of Language Minority Education (3)

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

This course is on overview of philosophical and theoretical foundation of bilingual education and ESL models of instruction. Students will engage in other topics include significant legislative and judicial measures. Included effective practices for language majority at-risk students as well as practices that characterize effective program and instruction for language minority students of diverse culture. The intercultural reasoning and intercultural competence will guide 67students to defend stands.

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

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

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

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

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

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

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

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

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

EDU 358 Field Practicum I (1)

Prerequisite: Acceptance in the B.A. in Elementary Education, B.S. in Secondary Education, Math, or in Secondary Education, Science. Co-requisite EDU 370.

This field practicum provides the pre-service teacher the opportunity to observe and evaluate instructional practices in K-12 classrooms. The pre-service teacher will understand through observation and reflection the basics of classroom instruction, management, planning, assessment, and expectation of professional practice including codes of ethics, professional standards, growth, and development, and understanding educational organizational structures.

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 studies 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 Elementary Teaching Methods (3)

This course introduces appropriate instructional delivery, facilitation, and methods for integrating literacy into the teaching science, and social studies with a special emphasis on bilingual and English as Second Language students. Candidate teachers will apply appropriate state, tribal, and common core standards to design inquiry-based lessons with cooperative learning strategies. Students will apply science and social studies tools of inquiry and concepts to explore issues in local communities.

EDU 370 Diné Perspectives in Effective Teaching (3)

Prerequisite: Acceptance in the B.A. in Elementary Education, B.S. in Secondary Education, Math, or in Secondary Education, Science. Co-requisite EDU 358.

This course introduces teacher candidates to effective instruction processes, techniques and procedures to help teachers lead their students to high levels of student success using Diné Educational Philosophy and Perspectives. Students will learn effective instructional design and lesson planning, including appropriate use of modification and accommodations, and assessing, monitoring, and reporting student progress.

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 Practicum II (2)

Prerequisite: Acceptance in the B.A. in Education Program. Co-requisite EDU 320.

This field experience provides the pre-service teacher the opportunity to teach in small and whole group classroom environments and reflect on classroom experience under the guidance of a qualified mentor teacher. Students will reflect on pedagogical and theoretical viewpoints along with strategies, methods, and techniques for understanding developmentally appropriate instruction and the teaching profession. The pre-service teacher will understand the expectation and professional practice including codes of ethics, professional standards of practice, personal professional growth and development, and understanding educational organizational structures.

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 460 Math Methods, Management and Assessment (3)

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

This course will integrate methods, management strategies, materials, and assessment procedures for teaching mathematics to all students including ESL students in K-8 schools. Students will apply appropriate state and common core standards to design direct instruction and inquiry-based lessons with cooperative learning strategies. They will use quantitative reasoning to apply mathematics concepts to explore issues in multicultural settings.

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 (3)

Prerequisite: Acceptance in the B.A. in Elementary Education, B.S. in Secondary Education, Math, or in Secondary Education, Science. Co-requisite EDU 478.

This course introduces the foundations of English Language Development (ELD) instruction and research-based Science of Reading Instruction to differentiated instruction for students whose native language is other than English. The purpose of the course is to ensure teacher candidates can use appropriate approaches, methods, techniques, monitoring protocols, and assessments to ensure K-12 English language learners are progress in their understanding of English content in their classrooms. This course follows the curricular framework for Sheltered English Immersion Instruction in accordance with the Arizona State Department of Education and English Language learners and the ensure the mastery of concepts of teaching systematics phonics, phonics awareness, in accordance New Mexico Public Education Department.

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 Practicum III for ESL/SEI (2)

Prerequisite: Acceptance in the B.A. in Elementary Education, B.S. in Secondary Education, Math, or in Secondary Education, Science and completion of EDU 358 and EDU 378. Co-requisite EDU 476.

This field experience provides the pre-service teach the opportunity to observe and evaluate in English as Second Language (ESL) and Sheltered English Immersion (SEI) classroom experiences. In addition, pre-service teacher will teach in small and whole groups to experience how to refine classroom instruction, management, planning and assessment under the guidance of a qualified mentor teacher. Students will reflect on pedagogical and theoretical viewpoints along with strategies, methods, and techniques for understanding developmentally appropriate instruction and the teaching profession. The pre-service teacher will understand and practice the expectation and professional practice including codes of ethics, professional standards of practice, personal professional growth, and development, and understanding educational organizational structures.

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 491 Diversity in Families and Communications (3)

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

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

EDU 496 School Law & Ethics (2)

Prerequisite: Acceptance in the B.A. in Elementary Education, B.S. in Secondary Education, Math, or in Secondary Education, Science with Instructor approval.

The course explores legal and ethical actions and theories applied in the Navajo Nation, New Mexico and Arizona public schools. The Navajo language, culture, and philosophy are integrated and addressed through the course as professional educators. 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 (12)

Prerequisite: Acceptance in the B.A. in Elementary Education, B.S. in Secondary Education, Math, or in Secondary Education, Science. Co-requisite EDU 499.

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 in the B.A. in Elementary Education, B.S. in Secondary Education, Math, or in Secondary Education, Science. Co-requisite EDU 498.

Pre-service teachers reflect upon their experiences in student teaching and renew their commitment to a career in Elementary and Secondary Education and teaching with Diné philosophies and perspectives. During this semester, the student teachers will share their experiences in schools and prepare for applying to New Mexico and Arizona for their teaching licenses and be oriented to hiring practices, interviews, and post-graduation goals.

ENGINEERING (EGR)

EGR 105 Electricity I (2)

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

EGR 110 Electricity II (2)

Prerequisite: EGR 105.

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

EGR 111 Introduction to Engineering (3)

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

ENGLISH (ENG)

ENG 101 College Composition I (3)

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

ENG 102 College Composition II (3)

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

Emphasizes development of critical, analytical, and argumentative skills through reading, writing, and discussion. Continues research writing and requires one research paper.

ENG 124 Writing & Community Knowledge (3)
ENG124 introduces students to critical reading and writing through the analysis ofliterary and cultural texts across multiple genres and media, and personal narratives. Students develop rhetorical awareness, analytical reasoning, and research-supported writing while examining how writers construct meaning through language, form, and cultural context. The course emphasizes the recursive writing process including idea generation, drafting, revision, and reflection. ENG124 fulfills foundational written communication competencies and prepares students for advanced writing and research within the arts and humanities. Students examine how language, storytelling, and community knowledge shape meaning across disciplines while engaging global narrative traditions for comparative understanding. ENG124 fulfills foundational Written and Oral Communication competencies and prepares students for ENG144 Foundations of Narratives and upper-division creative writing courses within the Bachelor of Fine Arts curriculum.

ENG 131 Reading and Writing for Special Purposes (3)
This course introduces students to techniques of reading and analyzing materials. Addresses topics of current public interest.

ENG 144 Writing, and Communication Knowledge (3)
ENG144 introduces students to critical reading and writing through the analysis of literary and cultural texts across multiple genres and media. Students develop rhetorical awareness, analytical reasoning, and research-supported writing while examining how writers construct meaning through language, form, and cultural context. The course emphasizes SNBH, the recursive writing process including idea generation, drafting, revision, and reflection. ENG144 fulfills foundational written communication competencies and prepares students for advanced writing and research within the arts and humanities. Prerequisite: None.

ENG 180 Technical Writing (3)
Prerequisite: ENG 101.
Instruction in writing and analysis of proposals, technical descriptions and articles, manuals and reports, and business letters.

ENG 181 Technical Writing for Specific Purposes (3)
Prerequisite: Must test into ENG 101.
This course will serve as a footing for academic and professional writing and research skills, and emphasizes a professional context. Areas covered include visual and multimedia communication skills to include assignment such as memorandums, lab reports, annual reports, etc. A guided research paper that weaves in a citation style is required.

ENG 182 Advanced Technical Writing (3)
Prerequisite: ENG 101 or 181 with a grade of 'C' or higher.
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 222 Writing for Science Literacy (3)
Prerequisite: ENG 102.
This course is for students communicating with non-science and science audience about topics in biology, chemistry, environmental science, agriculture, physics, etc. Academic readings and the types of writing and format used in the fields of science will be critically analyzed and applied to the their own work. Students will weave research with observation and reflection for academic success as well as writing about real-world science issues and solutions impacting their families, community, and greater society.

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.

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.

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.

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.

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.

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

ENG 330 Literary Theory (3)
Prerequisite: CW 302, CW 303, and CW 304.
A survey of literary theory, including discussion of key problems and theories within literary scholarship.

ENVIRONMENTAL SCIENCE AND TECHNOLOGY (ENV)

ENV 101 Introduction to Environmental Science (4)
This course presents basic ecological principles and current understanding of environmental problems. Topics include sustainability, environmental chemistry, population, community and ecosystem dynamics, evolution, and environmental health concerns related to food, water, air, waste management, economics, energy use and climate change. Special emphasis is on local environmental issues, making good personal choices, and traditional ecological knowledge. This course meets for three hours lecture and three hours laboratory per week.

ENV 103 Introduction Cartography/GPS/GIS (1)
Prerequisite: Instructor's permission.
This course is a basic introduction to cartography, the Global Positioning System (GPS) using hand-held GPS receivers and the Geographical Positioning System (GIS) using ArcView.

ENV 105 Climate Change for Tribal Peoples (4)
Students are introduced to scientific evidence of global climate change especially relating to Native American tribes, including ecological changes on tribal lands. They explore conditions causing climate change and the influence of human behaviors. They also investigate actions that can be taken locally to mitigate the impacts of climate

change. This course meets for three hours lecture and three hours laboratory study per week, which includes field studies and possible weekend field trips. Emphasizes reading, note taking, summarizing, and reporting.

ENV 123 Introduction to Physical Hydrology (3)
This course provides a quantitative and qualitative introduction to the dynamics of surface and groundwater from an intuitive perspective, laying the foundation for understanding the physical mechanisms by which waster is transported throughout a hydrologic system. Connectivity with the non- aquatic physical environment is also explored. The course occasionally examines how political, historical, humanitarian and agricultural connections to water on the Navajo Nation.

ENV 160 Introduction to Geographic Information System (3)
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
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 BIO 182.
Covers the principles of geology, ecology, and introduces methods and techniques in environmental sampling and monitoring for water, air, and solids. This course meets for three hours lecture and three hours laboratory.

ENV 295 Geographic Information System with Lab (4)
Prerequisite and Co-requisite: ENV 160.
This course balances lectures on the basic principles of Geographic Information System (GIS) with applied instruction on managing, processing and interpreting spatial data. The laboratory course uses hands-on experience to provide students with basic mapping and spatial analysis skills using ArcGIS software. It should be particularly useful for student interested in conducting environmental, demographic, suitability, transportation and construction-related research. Students are strongly encouraged to share experiences, knowledge and suggestions with the instructors and each other.

ENV 296 Geodatabases and Spatial Analysis (4)
Prerequisite and Co-requisite: ENV 160.
This course will be a program requirement towards the Geographic Information System (GIS) Certificate Program. The Course aims to provide students with a core understanding of geographic and analyses using spatial statistics, geodatabases and layout for mapmaking. Students desire to learn and explore is essential because the course requires independent work and relies on student initiative and interest.

ENV 310 Pedology: Introduction to Soils (4)
Prerequisite: ENV 110.
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. The course occasionally examines how political, historical, humanitarian, and agricultural connections to water on the Navajo Nation.

EDUCATIONAL PROFESSIONAL DEVELOPMENT (EPD)

EPD 250 Numbers and Operations in Grades K-8 (6)
Prerequisite: Must hold a current elementary teaching certificate.
This course focuses on number sense and operations in grades K-8. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional assessment strategies. Frames all aspects of number sense and operations within context of place-based acquisition and application of math concepts.

EPD 251 Geometry and Measurement in Grades K-8 (3)
Prerequisite: EPD 250. Must also hold a current elementary teaching certificate.
This course focuses on geometry and measurement in grades K-8. Covers geometric properties, transformation of shapes, and coordinate geometry and measurement. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. And, frames all aspects of geometry and measurement within the context of place-based acquisition and application of math concepts.

EPD 252 Patterns, Algebra, and Functions in Grades K-8 (6)
Prerequisite: EPD 250 and 251. Must also hold a current elementary teaching certificate.
This course focuses on patterns, algebra, and functions in grades K-8. Covers algebraic notation, properties, relations and functions, and quotations and inequalities. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames patterns, algebra, and functions within context of place-based acquisition and application of math concepts.

EPD 253 Data Analysis, Probability, and Discrete Mathematics in Grades K-8 (3)
Prerequisite: EPD 250, 251 and 252. Must also hold a current elementary teaching certificate.
This course focuses on data analysis, probability and discrete mathematics concepts in grades K-8. Covers statistics, sampling, systemic listing and counting, and vertex edge graphs. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames data analysis, probability, and discrete mathematics within context of place-based acquisition and application of math concepts.

EPD 254 Mathematics Classroom Assessment in Grades K-8 (3)
Prerequisite: EPD 250, 251, 252 and 253. Must also hold a current elementary teaching certificate.
This course focuses on mathematics classroom assessment in grades K-8. Covers traditional assessments, performance-based assessments, and using assessment results. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames mathematics assessment within context of

place-based acquisition and application of math concepts.

EPD 255 Pedagogy and Instructional Leadership in Mathematics in Grades K-8 (3)
Prerequisite: EPD 250, 251, 252, 253 and 254. Must also hold a current elementary teaching certificate.
This course focuses on teaching pedagogy and instructional leadership in mathematics in grades K-8. Covers teaching strategies, curriculum development, supervision and evaluation of teaching, and design and implementation of mathematics improvement programs. Stresses research-based approaches. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of program development strategies. Frames teaching and instructional leadership within context of place-based acquisition and application of math concepts.

FINE ARTS (FA)

FA 106 Color Theory (3)
An introduction to basic and advance color theory. The principles of color: design, color wheels, contrast, harmony, impressions, composition and vocabulary will be introduced. Creative solutions using Nitsáhákees, Nahat'á, Íiná, Siihasin to visual problems will be emphasized. One-hour laboratory per week.

FA 107 3D Design (3)
An introduction to the basic elements: form, serial planes, wall structures, prisms, cylinders, polyhedral structures, triangular planes, linear frameworks and vocabulary of three-dimensional design. Creative solutions using Nitsáhákees, Nahat'á, Íiná, Siihasin to visual problems will be emphasized. One-hour laboratory per week.

FA 112 2D Design (3)
This course involves creative, imaginative, and perceptual problem-solving using design, color theory, and critical evaluation. It covers two and three-dimensional design projects for intuitive thinking and problem-solving. One-hour laboratory per week.

FA 115 Drawing I (3)
This course develops basic concepts, graphic sensitivity, and compositional skills in drawing. Two hours lecture and three hours laboratory per week.

FA 120 Ceramics I (3)
Explorations in coil, slab, mold, and wheel methods. Introduction to firing and glazing techniques. One-hour laboratory per week.

FA 121 Photography Contemporary Studio: Concepts and Practice (3)
Interdisciplinary studio projects will focus on idea generation, research methodology, and artist strategies in relation to critical and cultural issues from Modern and Contemporary Art. Projects encourage collaborative efforts and nontraditional solutions and focus on conceptual development and professional practice.

FA 131 Sculpture I (3)
Introduction to media, materials, methods, and techniques in sculpture as an art medium. Emphasis on design. One-hour laboratory per week.

FA 178 Introduction to Digital Photography (3)
Prerequisite: Computer Literacy.
An introduction to the Digital Camera. Students will learn the technical aspects of the digital camera, including using menus and understanding exposure basics using F-stops, shutter speeds and ISO. Includes an introduction to photographic seeing and the aesthetics of Photography, using the elements and principals of art. Students will download images and build an online portfolio.

FA 181 Digital Photography and Image Editing I (3)
Prerequisite: Computer Literacy or instructor's permission.
An introductory course in the creation and manipulation of digital images. Students are introduced to the concepts and techniques of digital cameras and Adobe Photoshop to create, edit, and manipulate images. Focus on artistic aspects of the medium using the elements and principles of design. One-hour laboratory per week.

FA 182 Innovative iPhone Photography (3)
This course focuses on using the technical and creative abilities of the iPhone camera. Students will learn to use the exposure editing menus to improve photography skills. Students will also learn creative processes such as compositing using downloaded apps such as Leonardo, Snap seed, Stackable, Mixtures. One-hour laboratory per week.

FA 190 Painting I (3)
Prerequisite: FA 106 or Instructor's permission.
This course offers an introduction to practical applications of painting, emphasizing the personal exploration of ideas; also covers concepts such as functional color theory and atmospheric perspective. One-hour laboratory per week.

FA 215 Drawing II (3)
Prerequisite: FA 115 or instructor's permission.
A second semester course on drawing as an art medium. Thematic drawing will be emphasized. One-hour laboratory per week.

FA 281 Digital Photography and Image Editing II (3)
Prerequisite: FA 181.
A second semester in the study of Digital Photography and Image Editing. Students will focus on using intermediate digital cameras with manual functions, and gain intermediate skills in digital darkroom and digital output, explore quality of light, image composition, multiple images, portfolio development, and critical analysis. Basically students will explore more advanced features of image-making in camera, and image-editing using Photoshop. Students will explore the history of photography and study famous photographers, their works, and their styles. Artistic aspects of the medium are a focus of the course using the elements and principles of design. One-hour laboratory per week.

FA 290 Painting II (3)
Prerequisite: FA 190 or equivalent.
This second-semester course in painting as an art medium offers further application of painting concepts and physical processes. Students are encouraged to show independent initiative in developing expertise in painting. One-hour laboratory per week.

FA 300 Informal Economies, Planning and Design (3)
Prerequisite: ARH 211.
This course will elevate the study of Navajo art into applied community engagement practice. The goal is to introduce students to broader placemaking approaches. Focus will be given to issues such as community sustainability, resilience, and vibrant cultural identity through focused attention to the arts and informal economies, planning, and design. Careful study will be given to successful Indigenous ArtPlace projects such as those located in Zuni and Cochiti pueblos. The intention is for the class to present and facilitate discussions of their findings to other TCUs and to UNM students. The work will include both visual and written work and the guiding concept will be to deepen an understanding of the role of local artists as change agents in their communities.

FA 301 Foundations in Placemaking/Placeknowing (3)
Prerequisite: FA 300.
This course will examine the importance of community development on the Navajo Nation through the concepts of Placeknowing and Placemaking. Placeknowing is a practice in a local place whose meaning is derived from a cultural construction. It underscores a holistic understanding of how places evolve through time and space. Placemaking refers to a collaborative process which facilitates creative patterns of use, paying attention to the physical, cultural and social identities that define a place and support its ongoing evolution. Based on case studies, and interaction with Navajo architects and artists, students will be introduced to the importance of these con-

cepts as a means to address economic development, health, and education on the Navajo Nation. Students will become familiar with: Navajo worldviews as expressed in spatial terms; the significance of cultural landscapes on the Navajo Nation; resource resiliency; and land use. Students will gain the background for future courses in regional planning, indigenous planning and design, and sustainable architecture and design.

FA 315 Drawing III (3)
Prerequisites: FA 215 or instructor's permission.
Student will explore advanced techniques, materials and contemporary issues in drawing. Students are encouraged to initiate their own projects and to develop a personal direction. This course uses Diné epistemology Nitsáhákees, Nahat'á, Iiná and Siihasin as a process for learning. One-hour laboratory per week.

FA 321 Darkroom Photography I (3)
This course focuses on increasing students' technical, formal and critical skills in photography. Further examination of the artistic process and development of professional portfolios. Experimental techniques are emphasized. One-hour laboratory per week.

FA 340 Business Planning and Marketing for the Arts (3)
Prerequisite: ENG 101.
Students will learn advanced business fundamentals and understand the cross section of art and entrepreneurship.

FA 381 Photography III (3)
Prerequisite: FA 281.
This course focuses on increasing students' technical, formal and critical skills in photography. Further examination of the artistic process and development of professional portfolios. Experimental techniques are emphasized. One-hour laboratory per week.

FA 382 Experimental Photographic Techniques (3)
Prerequisite: FA 381.
Students will explore personal concepts and experimental techniques in photography. Further examination of the artistic process and development of professional portfolios. Experimental techniques are emphasized. One-hour laboratory per week.

FA 390 Painting III (3)
Prerequisite: FA 290.
This course focuses on increasing students' technical, formal and critical skills in painting. Student will further examination of the artistic process and development of paint application. Experimental techniques are emphasized. One-hour laboratory per week.

FA 392 Experimental Painting Techniques (3)
Prerequisite: FA 390.
Students will explore personal concepts and experimental techniques in painting. To further examination of the artistic process and development of professional body of art work. Experimental techniques are emphasized. This course will integrate the Diné Holistic teachings in accordance with pedagogical paradigm: Nitsahakees, Nahat'a, Iina and Sihasin, which are processes found in all aspects of nature. Students will understand the self through the teachings of Naayee'eek'ehgo Na'nitin (protection way teachings) and Hozhoojikehgo Na'nitin (blessing way teachings). One-hour laboratory per week.

FA 415 Drawing IV (3)
Prerequisites: FA 315 or instructor's permission.
Students will explore advanced techniques, material and contemporary issues in drawing. Students are encouraged to initiate their own projects and to develop a personal direction. This course uses Diné epistemology Nitsahakees, Nahata, Iina and Sihasin as a process for learning. One-hour laboratory per week.

FA 421 Darkroom Photography II (3)
Prerequisite: FA 321 or instructor's permission.
A second-semester course on photography as an art medium. Refines camera and darkroom techniques. Includes critique of photographs, the historical background of photography, photographic vision, and the aesthetics of photography to help students develop individual styles. One-hour laboratory per week.

FA 445 Life Drawing (3)
Prerequisite: FA 215 or instructor's permission.
An introduction to the development of skills in drawing the basic forms and gestures of the human figure. Human anatomy will be emphasized. One-hour laboratory per week.

FA 480 Photographic Lighting I (3)
Prerequisite: FA 281 or instructor's permission.
Introduction to Photographic Lighting (Studio and On-location). Includes basic techniques of using natural lighting, studio lighting (flash and continuous), camera work (still life, portraiture and illustrative), and reproduction for commercial purposes. One-hour laboratory per week.

FA 481 Photography IV (3)
Prerequisite: FA 381.
This course focuses on specialized projects for the student majoring in photography. Current trends, philosophies and experimentation in photography are part of this class. Development of professional portfolios, physical and electronic. Preparation to enter graduate school or the professional world. Requirements include preparation for exhibition. One-hour laboratory per week.

FA 490 Painting IV (3)
Prerequisite: FA 390.
This course focuses on specialized projects for the student majoring in painting. Current trends, philosophies and experimentation in painting are part of this class. Development of professional portfolios, physical and electronic. Preparation to enter graduate school or the professional world. Requirements include preparation for exhibition. This class may be repeated for credit, up to six hours. One-hour laboratory per week.

FA 491 Capstone (3)
Prerequisite: All core foundation studio arts course. Concurrent or with Instructor's approval.
A seminar course. This course provides a culminating experiential experience involving a substantive project that demonstrate a syntheses of learning to include a broad comprehensive knowledge of the fine art discipline and methodologies. Under a faculty supervision, a work record is maintained as the core documentation for the course. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iiná and Siihasin as a process for learning.

FA 494 Senior Project I (4)
Prerequisite: All core foundation studio arts course. Concurrent or with Instructor's approval.
A practicum studio art course. Under faculty supervision, student will show a personal voice, significant growth and artistic direction. Students must be motivated, focused and determined to create a visual and conceptual statement. Student will develop a written thesis. Practical application of experiential learning. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iiná, Siihasin as a process for learning.

FA 495 Senior Project II (4)
Prerequisite: All core foundation studio arts course. Concurrent or with Instructor's approval.
A practicum studio art course. This course is a continuation of FA 494, Senior Project I. This course is intended to allow Bachelor of Fine Arts senior students to complete their written thesis from FA 494. This course use the Diné epistemology Nitsahakess, Nahat'a, Iina and Sihasin as a process for learning. Three hours lecture, three hours of laboratory per week.

FA 496 Senior Portfolio Development (4)
Prerequisite: All core foundation studio arts courses, Concurrent or with Instructor's

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

FA 497 Museum Internship (4)
Prerequisite: Student will take FA 495, 496, and 497 concurrently.
A practicum Museum Internship studio art course. Student will work under Museum staff supervision, plan and participate in museum exhibits 4 hours each week. Student will apply knowledge gained from museum internship and apply knowledge to their final senior gallery exhibition. Practical application of experiential learning. A work record be maintained by Museum staff as the core documentation for completing the museum internship. This course uses the Diné epistemology Nitsáhákees, Nahat'á, Iiná and Siihasin as a process for learning.

GRAPHIC DESIGN (GD)

GD 110 Graphic Design I (3)
Introduction to the basic principles of graphic design and typography. Includes examination of the use of space, balance, unity and visual hierarchy. Two hours lecture and three hours laboratory per week.

GD 210 Graphic Design II (3)
Prerequisite: GD 110
Continuation of the principles and theory of graphic design. Includes digital media and page layout. Emphasis upon standard industry graphics software (Adobe). Two hours lecture and three hours laboratory per week.

GD 211 Publication Design I (3)
Introduction exploration of publication design projects. Includes brochure, catalog, magazine, and book design/production. Emphasis upon standard industry graphics software (Adobe InDesign). Two hours lecture, three hours laboratory per week.

GD 212 Digital Media I (3)
Introduction exploration of digital media and design. Emphasis upon standard industry graphics software (Adobe Illustrator). Two hours lecture, three hours laboratory per week.

GD 213 Web Design I (3)
Introductory exploration of basic web design. HTML and CSS coding. Includes aesthetics, text styling, image elements and user experience. Two hours lecture and three hours laboratory per week.

GD 310 Graphic Design III (3)
Prerequisite: GD 210 or instructor's permission.
Advanced course in graphic design. Students are expected to develop personal working methods and interests through more genera questions posed by the faculty. Longer-term projects will be intermixed with shorter assignments. Students will engage with and develop methods to take on the following topics: brand identity design and package graphics. Students should complete projects with a developed sense of self. Two hours lecture and three hours laboratory per week.

GD 311 Publication Design II (3)
Prerequisite: GD 211 or Co-requisite: GD 211 or instructor's permission.
Further exploration of publication design projects. Includes brochure, catalog, magazine, and book design/production Emphasis upon standard industry graphics software (Adobe InDesign). Two hour lecture and three hours laboratory per week.

GD 312 Digital Media II (3)
Prerequisite: GD 212 or Co-requisite: GD 212 or instructor's permission.
Further exploration of digital media and design. Emphasis upon standard industry graphics software (Adobe Illustrator). Two hours lecture, three hours laboratory per week.

GD 313 Web Design II (3)
Prerequisite: GD 213.
Further exploration of basic web design. HTML and CSS coding. Includes aesthetics, text styling, image styling, image elements and user experience. Two hour lecture and three hours laboratory per week.

GD 314 Typography I (3)
Prerequisite or Co-requisite: GD 110.
Exploration of introductory typographic design. Includes letterforms, history, layout design and digital technology. Two hours lecture and three hours laboratory per week.

GD 315 Typography II (3)
Prerequisite: GD 314.
Further exploration of advanced typographic design. Includes typographic relationships, type as identity, emotion, and methodology. Two hours lecture and three hours laboratory per week.

GD 410 Graphic Design IV (3)
Prerequisite: GD 310 or instructor's permission.
Practicum course in graphic design. Students are expected to independently find and apply for an internship that leads to on-the-job experience. Suggested work places includes design studio, corporation, advertising agency, marketing office, etc., with supervised employment and observation. Minimum length of internship is 100 documented hours over a 10-16 week period.

GEOLOGY (GLG)

GLG 101 Physical Geology (4)
The course includes basic principals of geology and applications of mathematics, chemistry and physics to geological problems, with a focus on the geology of the Navajo Nation and geologic topics of significance to Navajo people. Students study rocks, minerals, landforms, Earth processes, Earth systems, and geologic time. This is 4-credit hour course. It includes 3 hours of lecture per week , as well as 3-hour laboratory.

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.

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.

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.

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.

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.

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.

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.

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.

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.

HST 289 Selected Topics in History (1-3)
Prerequisite: ENG 101 or instructor's permission.
This course covers selected topics in history which are identified when the course is scheduled. This course may be repeated if there is a change in content.

HUMANITIES (HUM)

HUM 105 Introduction to Logic and Critical Thinking (3)
Introduction to basic principles of logical analysis. Students present and evaluate arguments in ordinary language using critical thinking and appropriate standards of evidence.

HUM 131 Music Appreciation (3)
No prior music experience necessary.
Designed to develop listening skills for increased listening pleasure. Utilizes community resources for live performances as well as audiovisual material.

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 199 College Success (3)
College Success is a three credit hour online course for new incoming freshman students, concurrent enrolled student and dual credit students. This course is designed to equip students
with the basic academic, social, and personal skills that they will need to be successful in college.Through readings, interactive activities, online group discussions and assessments, the materials covered in this course should support and assist students in other college-level courses.

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.

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.

NAVAJO NATION LAW (LAW)

LAW 200 Introduction to Legal Studies (3)
Prerequisite: ENG 102
The course examines historical and current views of the theories and structures of law, and provides an overview of the economic and sociological challenges to law. This course also examines the relationships between law, social change, and dispute resolution.

LAW 205 Introduction to Legal Writing (3)
Prerequisite: LAW 200
This course introduces students to the methods and content of legal study. This course also examines reading and writing legal structure, and prepares students for the second writing course of the program. This course is the first course of a three-part introductory legal writing sequence. All sections are required for graduation.

LAW 300 Intermediate Legal Writing (3)
Prerequisite: LAW 205
This course builds upon the skills acquired in prior writing and legal writing courses, to include computerized research techniques, predictive writing and to prepare students for the final writing course of the program. This course is the second course of a three-part introductory legal writing sequence. All sections are required for graduation.

LAW 305 Legal Ethics and Professionalism (3)
Prerequisite: LAW 200, LAW 205
This course examines the rules and values of professional responsibility within legal fields. Includes sources of the rules of legal ethics,

ethical guidelines for attorneys, illegal practice of law, confidentiality, conflicts of interest, attorney's fees and fiduciary duties, competence, malpractice, ethical conduct issues in litigation, and professional integrity issues.

LAW 308 Legal Externship I (3)
Prerequisite: Admission into the BA program and junior standing.
This externship course allows students to understand the practices of law through field placements within Navajo Nation government agencies. This course is designed to create opportunities for students to learn the law and standards of law practice while comprehending the ethical situations students encounter in their field placements. You will reflect on your experiences and analyze the issues you encounter on the job, incorporating your new skills into class discussions and presentations.

LAW 310 Advanced Legal Writing (3)
Prerequisite: LAW 300
Advanced Legal Writing is a rigorous writing course that incorporates the skills students learned in the two previous legal writing courses, using diverse assignments from transactional, litigation, and legislative practice. This course is the final course of a three-part introductory legal writing sequence. All sections are required for graduation.

LAW 315 Family Law and Domestic Relations (3)
Prerequisite: LAW 200, LAW 205
This course will investigate the legal rules governing marriage and divorce. The course will focus on how these rules differ depending on whether the family is traditional or nontraditional, self-supporting or receiving public aid. This course will also incorporate traditional law school disciplines, such as civil, criminal, and constitutional law, while integrating Diné fundamental law.

LAW 400 Navajo Criminal Law and Processes (6)
Prerequisite: LAW 305, LAW 310
In this course, students will explore Navajo Nation criminal law from a variety of perspectives. Students will examine and study the reasons for punishing convicted criminals, as well as the elements of crimes and the defenses that the accused might raise, specifically within tribal communities.

LAW 405 Legal Research (3)
Prerequisite: LAW 305, LAW 310
This course will examine legal research strategies for finding and utilizing statutes, cases, regulations, legislative history, secondary sources and administrative research.

LAW 410 Legal Externship II (3)
Prerequisite: LAW 308, Admission into the BA program and senior standing.
This course is a continuation of Externship I. This externship allows students to gain hands-on, applied legal skills while working under the direction of a licensed attorney in a Navajo Nation or related external government agency, judicial setting, non-profit or alternative dispute resolution placement.

LAW 415 Navajo Civil Law and Processes (6)
Prerequisite: LAW 310, LAW 315
This course concentrates on the structure and function of our Navajo Nation court systems, and analyzes civil rights and civil liberties as defined by the Constitution, interpreted by the Supreme Court and upheld by the Navajo Nation

LIBRARY (LIB)

LIB 110 Foundations for Library Research (3)
Introduction to library research concepts and skills. Emphasis of the use of libraries and their structure, tools, and staff to identify, locate, evaluate, and make effective and ethical use of information. The knowledge and experience gained in the class will enable more effective use of the library and other information resources, whether for class assignments, research, personal interest, or lifelong learning.

LIB 210 Critical Information Literacy: From JSTOR to Jini (3)
Prerequisite: LIB 110 or ENG 101.
Development of critical thinking skills in using information. Explores trends in modern information consumption and dissemination, with an emphasis on exploring the cultural and social basis of authority. Focuses on popular multimedia platforms, such as television, social media, video games, music, podcasts, and recordings and critically examines their role knowledge production, their purposes, audiences, and how they can both democratize the access of knowledge and spread misinformation. Emphasizes media literacy as key in engaging with information in a "post-truth" era.

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 200, MKT 240, ECO 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: ECO 201.
Provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, employee participation, and work and non-work integration.

MGT 350 Human Resources Management (3)
Prerequisite: MGT 340, 360.
This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers if choice are considered.

MGT 360 Principles of Management (3)

Prerequisite: MKT 240, ECO 201.
This course will cover important concepts on the knowledge needed to successfully manage an organization. The course will especially be useful for those newly promoted to supervisory and managerial positions within the private, public, or federal sector.

MGT 420 Tribal Enterprises and Entrepreneurship (3)
Prerequisite: ECO 201, ACC 310.
This course will examine different types of business enterprises existing in various tribes as the tools for economic development, including Chapter 17 Federal Corporation charter. Students will examine large scale, medium, small and micro business enterprises, tribal and private, operating within the tribal economy. Students will explore strategies to best utilize efficient combination of private and tribal enterprises to promote economic development.

MGT 425 Management Information Systems (3)
Prerequisite: Minimum grade of 'C' in MGT 360, 440.
This is an introduction to management information systems. Topics include executive information systems, management information systems, decision support systems, expert systems, and emerging advanced systems. One-hour laboratory required.

MGT 430 Quality Management (3)
Prerequisite: BUS 265, MGT 340, MGT 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, MGT 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, MGT 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, MGT 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: ACC 100, ECO 201. Prerequisite: ENG 101 for Fine Art Majors only.
This course introduces students to basic marketing concepts and practices. Topics include the impact of external forces on marketing decisions, especially marketing on the Internet; marketing strategies; marketing aspects of business ethics and social responsibilities; and global marketing.

MATHEMATICAL EDUCATION (MTE)

MTE 280 Mathematics for Elementary School Teachers I (3)
Prerequisite: Minimum grade of 'C' or higher in MTH 110 or MTH 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' or higher in MTH 110 or MTH 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 higher.
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 higher.
This course is a continuation of MTE 401.

MTE 442 History and Philosophy of Mathematics (3)
Prerequisite: MTH 190 or MTH 213 with a grade of 'C' or higher.
This course examines the historical development of mathematics and its impact on Western culture as well as it philosophical basis, especially in modern mathematics. Broad outline of the history of mathematics includes the development of its foundations and forces on important mathematics ideas along with philosophical and cultural forces that shaped them.

MATHEMATICS (MTH)

MTH 100 Intermediate Algebra (3)
This course will cover Graphs of Linear Equations, Exponents and Polynomials, Factoring, Rational Expressions, Systems of Linear Equations, Roots and Radicals. (IP grade applicable).

MTH 102 Arithmetic and Introductory Algebra (3)
It will cover Fractions, Decimals, Real Numbers, Percentage, Linear Equations, Polynomials, Factorings, Rational Expressions System of Linear Equations, Radicals. This course meets for three hours lecture and three hours laboratory (guided by tutors) per week.

MTH 106 Survey on College Mathematics-The Art of Math (3)
Prerequisite: Advisor and instructor's approval.
This course will cover important concepts in MTH 110 and MTH 114, set theory, number system, functions, exponential models, equations, but will not focus on mathematical techniques. This course will emphasize the origin of mathematical ideas and its relation with Navajo philosophy. This course is designed as a replacement of MTH 110 or MTH 114 for non-traditional students and for students whose majors do not require higher mathematical skills and techniques.

MTH 110 College Algebra (4)
Prerequisite: Placement test or 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 instructor's permission.
Contemporary quantitative methods, especially descriptive statistics, elementary probability, statistical inference, linear and exponential models of growth and decay, and discrete models. Four lecture hours per week.

MTH 118 Finite Mathematics (3)
Prerequisite: Minimum grade of 'C' in MTH 110 or instructor's permission.
Matrices and the solution of linear systems, inequalities, linear programming, permutations and combinations, discrete probability, and a brief introduction to descriptive statistics.

MTH 190 Pre-Calculus (4)
Prerequisite: Minimum of grade of 'C' in MTH 110 or instructor's permission.
Preparation for students in STEM majors. The course will cover trigonometry and analytic geometry, including trigonometric functions, analytic trigonometry, laws of sines and laws of cosines, polar equations, vectors, ellipse, hyperbola, and parabola.

MTH 191 Calculus I (4)
Prerequisite: Minimum grade of 'C' in MTH 190 or instructor's permission.
Preparation for students in STEM majors. The course will cover limit and continuity of functions, derivatives, application of differentiation, integrals and fundamental theorem of calculus.

MTH 192 Calculus II (4)
Prerequisite: Minimum grade of 'C' in MTH 191 or instructor's permission.
Techniques of integration, applications of integration, parametric equations, polar coordinates, sequences, and series. Four lecture hours per week.

MTH 210 Discrete Mathematics (3)
Prerequisite: MTH 110 or instructor's permission.
Preparation for students in STEM majors. The course will cover set theory, logic, mappings, integers, induction and recursion, permutations and combinations, algorithms, and basic graph theory.

MTH 213/PSY 213 Statistics (4)
Prerequisite: Minimum grade of 'C' in MTH 110 or MTH 114 or instructor's permission. Cross listed with PSY 213.
Representation of data, measures of central tendency; standard deviation; sampling; 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 higher.
Divisibility of Integers, Primes, Congruence, Euler's Function, Primitive roots, RSA cryptosystem, Quadratic Residues.

MTH 365 Modern Geometry (3)
Prerequisite: MTH 191 with a grade of 'C' or higher.
Euclid geometry, Axioms, angle, Triangles, Perpendicular and parallel lines, Circles, Similarity, Parallel Postulate revisited, Non-Euclid geometry.

NATIVE AMERICAN STUDIES (NAS)

NAS 111 Introduction to Native American Studies (3)
Prerequisite: ENG 101 or concurrent enrollment.
A survey course designed to introduce the interdisciplinary academic field of Native American Studies. Focusing on four content areas: (1) Culture and Environment, (2) Education and Language, (3) Arts and Media, and (4) Leadership and Self-Determination, students will gain a comprehensive cognizance of how Native American Studies lenses can be applied to various disciplines and lived realities, including: arts, humanities, social sciences, biological sciences, education, and Diné studies.

NAS 123 Archery (3)
Archery will be a skills-based course requiring students to participate in hands-on training with the bow and arrow and concurrently learning about different aspects of archery. This course will explore the basics of harnessing a bow and arrow. Students will also learn about the composition and construction of different types of bows and arrows from multiple examples. This course meets the general education requirements of Historical Awareness (HA).

NAS 200 Decolonization and Self-Determination (3)
Prerequisite: ENG 101.
NAS 200 focuses on Indigenous self-determination and discussions of decolonization with specific attention to holistic wellbeing and cultural resiliency factors that allow for reassessment, reprioritization and reconciliation with the impacts of historical and contemporary traumas.

NAS 223 Native American Archery (3)
Native American Archery will be a hybrid course requiring students to participate in hands-on training with the bow and arrow and concurrently learning about different aspects of archery from multiple lenses. This course will examine the historical origins of the bow and arrow and its cultural-spiritual significance among Indigenous groups of North America. Students will also learn about the composition and construction of different types of bows and arrows from multiple Native American warrior societies. This requirement meets the general education requirements of Historical Awareness (HA).

NAS 250 Colonization and Ethnopolitics (3)
Prerequisite: ENG 101 or concurrent enrollment.
NAS 250 examines Indigenous responses to colonization, imperialism, and globalization. Discussions engage an introduction to contemporary Indigenous political economy, law, and policies descended from the Doctrine of Discovery, treaties with Indian Nations, and Federal Indian Policy while exploring Indigenous sovereignty at local and regional levels.

NAS 305 Navajo Weaving Ethnographies (3)
Prerequisite: CA 105 or Instructor Permission
NAS 305 surveys Navajo textiles ethnographies written by Dine' and non-Dine' authors. Readings explore the material and non-material associations of Navajo weaving, including techniques, taboos, use, and value. Students are required to complete a weaving project as part of their participant observation activities.

NAS 316 Indigenous Animal Relationships (3)
Explores Indigenous relationships between human and nonhuman animals, plants, and organisms throughout diverse ecosystems,

including ceremonial and eco-colonialism panoramas. Readings deconstruct anthropocentrism (human-centered perspective) to explore how these co-existing and co-constituting relationships are created, maintained, and destroyed.

NAS 323 Global Indigenous Archery (3)
This hybrid course requires hands-on training with the bow and arrow and includes readings that examine archery's significance among Indigenous groups throughout the globe. Discussions include considerations of various bow and arrow compositions, constructions, and uses within warrior societies, commercial ands trophy hunting practices, and Olympic Sporting events.

NAS 350 Indigenous People in International Relations (3)
Prerequisite: ENG 101.
Survey of international system since the Treaty of Westphalia. Includes a survey of the organic and mechanistic relationships peoples often develop with homelands. Survey of the Doctrine of Discovery and its impact on Indigenous populations around the world. Survey of the norms and sanctions system currently impacting Indigenous populations.

NAS 370 Traditional Ecological Knowledge (3)
Examines how Indigenous and Native communities acquire and transmit traditional ecological knowledge (TEK) across generations to maintain steward relationships with their environments. Emphasis will be placed on how Indigenous languages, ceremonial cycles, territories, and sacred histories contribute to the sustainability of local and regional resources as well as the perpetuation of Indigenous ways of knowing and understanding of lived experiences.

NAS 399 Native American Studies Special Topics (3)
Prerequisite: ENG 102 and NAS 111 or instructor approval.
Allows for the development and exchange of scholarly information on critical, holistic, theoretical, and practical issues in Native American Studies. The course content, as taught in any one semester, depends on the research experience of the Instructor on Record. The scope of work shall consist of critical analysis of key authors, texts, and lived experiences as determined by the special topics theme. Topics may address specialized areas within the Social Sciences, Humanities, Arts, Literature, STEM, or Education. Engagement with the class content will be assessed through extensive discussions, reports, and/or papers.

NAS 413/PUH 498 Indigenous Research Methodologies (4)
Prerequisite: Minimum grade of 'C' in ENG 101, PSY 213 and PSY 290.
Cross-listed with PUH 498.
NAS 413 explores the historical overview of research in Indigenous communities, emphasizing the development of Indigenous knowledge, critical thinking, analytical skills, and interpersonal interactions necessary for conducting research, effectively communicating findings, and fostering relationships. Includes the development of discipling specific research project that incorporates Indigenous research methods.

NAS 416 Indigenous Animals Deaths (3)
NAS 416 explores through case studies grounded in Indigenous ways of knowing, animal science, and animal studies, how, where, and why nonhuman animals die. Readings include topics such as hunts (ceremonial, customary, and trophy), slaughters (home butchering practices, meat processing facilities, fisheries, and genocide), sacrifice, and negligence as investigated within Indigenous realities.

NAS 450 Cultural Arts Economies from K'é through Capitalism (3)
Prerequisite: ENG 102 and NAS 111 or Instructor Approval.
Explores the various economies that have impacted the Indigenous cultural arts markets of the US Southwest, including spiritual, reciprocal, gift, exchange, collateral, capitalist, and philanthropic economies. Maintaining the Navajo cultural arts as an axis, the class will also focus upon the traditional economy of k'é and how this form of exchange is maintained throughout key historical eras which have directly impacted Navajo business practices.

NAS 498 Undergraduate Indigenous Research (4)
Prerequisite: NAS 413.
This course offers a practice-based approach to engaging with Indigenous research while under the supervision of a faculty member. Assignments will include successful Diné College Institutional Review Board application submission, collaborator rapport building, reciprocal data exchange, respectful data analysis using computer-based statistical software, preparation of final written report, and community reporting. Projects completed will be expected to lead to a thesis, report or publication.

NAS 513 Indigenous Research Methodology (3)
Prerequisite: Admission into Graduate Program, Honors Student Completion of BIO 501, or Instructor approved.
NAS 513 prepares graduate students for academic and non-academic positions that engage research with Indigenous communities. The class focuses on building reciprocal relationships through the ethics, protocols, methodologies, and methods of Indigenous research. Students will design discipling specific projects according to the guidelines provided by the Diné College Institutional Review Board.

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.

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.

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.

NAV 104 First Level Navajo Immersion II (4)
Prerequisite: NAV 103 or 102 or Placement by Exam.
Continuation of NAV 103. This course strengthens and improves listening comprehension, speaking, reading and writing skills, with an emphasis on a strong foundation of speaking. Meets daily, taught primarily in Navajo.

NAV 140 Introduction to Navajo Public Speaking (4)
Prerequisite: NIS 124. Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
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)
Prerequisite: 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.

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.

NAV 211 Navajo Literacy I (3)
Prerequisite: NAV 202 or Placement by Exam
Designed to develop skills in reading and writing Navajo, as well as an understanding of the language and its sounds and structure.

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.

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)
Prerequisite: NAV 204 or NAV 212. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
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.

NAV 304 Third Level Navajo Immersion II (4)
Prerequisite: NAV 303. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
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.

NAV 315 Navajo Conversation (4)
Prerequisite: NAV 303 or Concurrent enrollment. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
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.

NAV 350 Teaching Navajo to the Native Speaker (4)
Addresses major issues in the teaching Navajo literacy and Navajo language arts to native speakers of Navajo.

NAV 351 Teaching Navajo as a Second Language (4)
Addresses major issues in the teaching/learning of second languages with specific emphasis on Navajo language as taught in the public schools.

NAV 389 Navajo Linguistics (3)
Prerequisite: NAV 303 or Concurrent enrollment. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
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 304. Acceptance into the BA Diné Studies-Navajo Language Program.
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. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
Continuation of NAV 304, this course expands the advanced language skills of students including complex grammar, structures and contexts. Taught in Navajo.

NAV 404 Fourth Level Navajo Immersion II (4)
Prerequisite: NAV 403. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
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.

NAV 410 Navajo Language Revitalization (3)
Prerequisite: NAV 304 or Concurrent enrollment. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
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 communities, data collection, community organizing and 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. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
This courses is a continuation of NAV 315. Students refine advanced interpersonal communication skills through practice of more complex situations on a wide range of topics, aimed at building their conversational ability closer to native speakers. Taught in Navajo.

NAV 471 Advance Navajo Grammar and Applied Linguistics (3)
Prerequisites: NAV 389 and 391. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
Analysis of the Navajo language using the descriptive terminology of Young and Morgan (1987).

NAV 485 Advance Navajo Oratory Skills (3)
Prerequisites: NAV 403 or Concurrent enrollment. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
In this courses 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)
Prerequisites: NAV 403 or Concurrent enrollment. Course Requirement: Acceptance into the BA Diné Studies-Navajo Language Program.
This internship course provides intensive language study, application of language skills, and entry level professional experience to students 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 the faculty-approved sites. Sites must be able to provide a Navajo language mentor and setting for all duties, responsibilities and opportunites.

NAVAJO AND INDIAN STUDIES (NIS)

NIS 102 Chief Manuelito Scholars' Navajo Government (2)
For high-school students only.This course satisfies the history and government requirement for Chief Manuelito scholarship applicants. Course covers the history of Navajo government from the earliest days, through the changes in local leadership, the Naat'áanii system, headmen, and the emergence of the Navajo Tribal Council in 1868 as well as the discovery of oil and gas, and the need to approve leases. It also provides students with an overview of the relationship between Navajo Nation government and the federal government.

NIS 111 Foundations of Navajo Culture (3)
An introduction to the basic values of Diné society, past and present, including the clan system, philosophy of duality, oral narratives, and symbolic interpretations. Instruction takes place in Navajo and English.

NIS 118 Navajo Fundamental Law I (3)
Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
An introductory course to the basic values; which includes Navajo traditional law, customary law, natural law, and common law. This course is taught in Navajo and English.

NIS 120 Introduction of Navajo Leadership and Communication (3)
Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
A study of techniques, styles, genres of Navajo Leadership and Communication. Students will plan and practice by making people feel safe to speak up. Develop effective listening skills, and challenge people to think and lead by example. NAV 140 Introduction to Navajo Public.

NIS 121 Navajo Human Relations (3)
Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
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)
Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
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)
Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
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)
Prerequisite: NIS 123. Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
The course will examine current issues in the Navajo Nation pertaining to Education, Economics, Environment, Health, Politics, and Inter-governmental relations.

NIS 130 Federal, State, County, and Municipal Government (3)
Prerequisite: NIS 121. Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
This course examines the principles, procedures, politics, issues, funding and the inter-working of Federal, State, County, and Municipal Government and how it affects the Navajo Nation. The student will analyze political philosophy in diverse context and how it impacts Navajo Nation.

NIS 133 Toastmaster and Parliamentary Procedures (3)
Prerequisite: NIS 120. Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.

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

NIS 135 Navajo Fundamental Law II (3)
Prerequisite: NIS 118. Course Requirement: Acceptance into the Navajo Nation Leadership Certificate Program.
The course is an intermediate level of the basic values; which includes Navajo traditional law, customary law, natural law, and common law. This course is taught in Navajo and English.

NIS 150 Introduction to Navajo Herbology (3)
Examines concepts fundamental to the Navajo use of herbs in environmental and ceremonial contexts. Instruction in Navajo and English. This course is offered only in the Summer or Fall semester.

NIS 160/ANT 160 Navajo Agricultural History to Present (3)
Note: Cross-listed with ANT 160.
NIS 160 provides philosophical, historical, and cultural practical (hands-on) learning of the foundation and perseverance of Navajo agricultural practices. This includes the study of Navajo agricultural laws and codes practiced prior to European contact as techniques documented during colonial contact, modified through 1868 treaty mandates and practiced in the contemporary as a result of U.S. agricultural laws.

NIS 220 Navajo Oral History (3)
Prerequisite: ENG 101 and NIS 111.
Examines Diné oral history and cosmology with an emphasis on ceremonial practices and world creation narratives. May include field trip to Dinétah or other historical sites. This course is offered only in the Fall semester.

NIS 221 Navajo History to Present (3)
Prerequisite: ENG 101.
Examines Diné history beginning with anthropological theories about prehistoric migrations to and acculturation in the Southwest followed by the European contact period and ending with current events. Includes an overview of key aboriginal land settlements, federal Indian laws, court decisions, and other Indian policies within the context of Diné tribal, intertribal, city, county, state, and federal government relations. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI/ERG, and HA).

NIS 222 Contemporary Indian Affairs and Tribal Government (3)
Prerequisite: ENG 101, and NIS 221.
An overview of federal policies and programs since 1776 that have dealt with U.S. Indian Nations. Examines relationships between tribes and national, regional, and local governments, as well as the rise of a new, collective, national, and political Native American identity.

NIS 225/ANT 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/POS 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)
Course Requirement: Acceptance into the BA Diné Studies Program.
This course will integrate critical thinking by emphasizing the importance of developing self-awareness and increasing knowledge of how Diné thinking and behavior impacts feelings, thoughts and action. The course emphasizes critical thinking and intensive writing.

NIS 320 Diné Bina'nitin Values and Ethics (3)
Course Requirement: Acceptance into the BA Diné Studies Program.
This course examines Diné bina'nitin way of life on values and ethical expectations.

NIS 340 Diné Traditional and Contemporary Leadership (3)
Course Requirement: Acceptance into the BA Diné Studies Program.
This course examines Diné traditional leadership under Naałchid/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)
Course Requirement: Acceptance into the BA Diné Studies Program.
This course will examine Diné Spirituality, a way-of-life, application of sacredness of being; Diyin k'ehgo iiná. Axiology (ałch'ị' naazlá), Epistemology (hoł bééhózinígíí) and Metaphysics (bee jiináníígíí).

NIS 360 Diné Economic Systems (3)
Prerequisite: NIS 340. Course Requirement: Acceptance into the BA Diné Studies Program.
This course will examine Diné traditional economy such as livestock husbandry (horses, sheep, cattle industry), and farming. The course will also examine arts and crafts industry, as well as traditional trade economy.

NIS 361 Diné Cultural Resource Management (3)
Prerequisite: NIS 340. Course Requirement: Acceptance into the BA Diné Studies Program.
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)
Prerequisite: NIS 350. Course Requirement: Acceptance into the BA Diné Studies Program.
This course examines issues relating to sustainable economic development, Federal, State and Tribal relationship concerning Navajo Sovereign rights to natural resource extraction, Tribes and Federal regulation regarding Business Lease on the Reservation, Tribal plans and issues surrounding land, water, wind and solar energy development, Navajo initiative regarding developing a sustainable economic.

NIS 371 Navajo Philosophy (3)
Prerequisite: ENG 101 and NIS 111.
An advanced analysis of the inter-relationship of male and female principles and the manifestation of dual forces. The course looks at Diné philosophical thought, including metaphysics, epistemology, aesthetics, ethics, religion, and traditional social structure.

NIS 410 Diné Literature Moral and Ethics Philosophy (3)
Prerequisite: NIS 361. Course Requirement: Acceptance into the BA Diné Studies Program.
This course explores the origin of Navajo ethics and moral philosophy from literatures and oral stories. The consequences of legal actions regarding: murder, abortion, adultery, theft, and lying, etc. This course also examines Navajo explanation of morality in the context of traditional belief and application of ethic and morality in contemporary public discussions.

NIS 415 Diné Family Traditional Law (3)
Prerequisite: NIS 361. Course Requirement: Acceptance into the BA Diné Studies Program.
This course examines Traditional Diné family, children, parental rights, divorce, properties, domestic abuses and financial responsibilities.

NIS 420 Diné Social Systems and Issues (3)
Prerequisite: NIS 361. Course Requirement: Acceptance into the BA Diné Studies Program.
This course examines the Diné social systems and traditional and contemporary issues. The course will examine cultural changes, colonialism, colonization, assimilation and national politics.

NIS 425 Diné Men and Women in Society (3)
Prerequisite: NIS 362. Course Requirement: Acceptance into the BA Diné Studies Program.
This course will cover the sacred roles of Diné men and women. The roles and responsibilities with: personal identity, a community, participation in ceremonies, gender and sexuality, exercise of leadership, restrictions of their roles, and in changing Diné society, It will examine restrictions on roles and a changing Diné society.

NIS 450 Diné Resource Management (3)
Prerequisite: NIS 420. Course Requirement: Acceptance into the BA Diné Studies Program.
This course will examine Natural Resource Management such as: land, water, soil, plants, animals, renewable, and non-renewable resources (stewardship).

NIS 455 Diné Place-based Knowledge, Geography (3)
Prerequisite: NIS 420. Course Requirement: Acceptance into the BA Diné Studies Program.
This course examines Diné sacred places, sacred sites and examines

Diné homeland geography and geology Diné K'ehgo.

NIS 458 Diné Energy Development (3)
Prerequisite: NIS 425. Course Requirement: Acceptance into the BA Diné Studies Program.
This course will examine Federal, Department of Interior, Bureau of Indian Affairs, and the Navajo Nation policies on Diné Energy Development. The course will also examine Health, Environmental Protection, Contaminations and Clean-up issues.

NIS 460 Diné Studies Internship (3)
Prerequisite: PSY 413. Course Requirement: Acceptance into the BA Diné Studies Program.
The Diné Studies Internship is a requirement for all Bachelor of Arts in Diné Studies majors. The internship offers students a chance to become directly involved in the degree program areas of interest and issues for a semester. Students may make contributions to the Navajo Nation and communities and have the opportunity to address a professional and scholarly expressed need. Interns may also make a direct contribution to an individual medicine man for learning outside the academic context, in a traditional setting.

NIS 465 Diné Traditional Seminar (3)
Prerequisite: NIS 410. Course Requirement: Acceptance into the BA Diné Studies Program.
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)
Prerequisite: NIS 460. Course Requirement: Acceptance into the BA Diné Studies Program.
The Capstone Seminar is designed to demonstrate student's 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 SCIENCE (PHS)

PHS 110 Principles of Physical Science (4)
PHY 110 is a conceptual physical science course emphasizing the relationship between physics and chemistry. Students will study the relationship between the Laws of Motion and chemical reactions, as well as topics related to nuclear, thermal and electrical energy.

PHYSICS (PHY)

PHY 101 Fundamentals of Physics (4)
Prerequisite: Instructor's permission.
A conceptual introduction to physics utilizing minimal mathematics. Designed for non-science majors and students with no prior physics background. Three hours lecture and three hours laboratory per week. Fulfills the general education requirement for a laboratory science course.

PHY 110 Algebra-based Physics I (4)
Prerequisite: MTH 110 or concurrent enrollment or instructor's permission.
An algebra-based introduction to physics sequence designed for science majors who do not require calculus-based physics. Also suitable for general education students with no prior physics background; covers classical mechanics. Trigonometric requirement will be taught in the class. Three hours lecture and three hours laboratory per week.

PHY 111 Algebra-based Physics II (4)
Prerequisite: PHY 110 or equivalent course.
Second course in the algebra-based introduction to physics sequence designed for science majors who do not require calculus-based physics. Also suitable for general education student with no prior physics background; covers optics, electricity, and magnetism. Three hours lecture and three hours laboratory per week.

PHY 121 Calculus-based Physics I (4)
Prerequisite: MTH 191.
First of three calculus-based courses designed for the science and engineering major with no prior physics background; covers classical mechanics. Three hours lecture and three hours laboratory per week.

PHY 131 Calculus-based Physics II (4)
Prerequisite: PHY 121, or instructor's permission.
Second of three calculus-based courses designed for the science and engineering major; covers electricity, magnetism, and optics. Three hours lecture and three hours laboratory per week.

POLITICAL SCIENCE (POS)

POS 111 Introduction to Political Science (3)
Prerequisite: ENG 101.
This course examines the principles, methods, topics, and concepts of political science in light of contemporary political events. Students will analyze power, authority, and political philosophy in diverse contexts, including tribal politics. This course meets teacher certification requirements and emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and global awareness (IW/CI, ERG, and GA).

POS 170 American Government and Politics (3)
Prerequisite: ENG 101 or concurrent enrollment.
American Government and Politics examines the origin of the U.S. Constitution as well as governmental structures, procedures, and politics at the federal, state, local, and tribal levels.

POS 181 Arizona Constitution and Government (1)
Prerequisite: ENG 101 or concurrent enrollment or Instructor's Permission.
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 NIS 221.
This course provides students with an introduction to Diné Policy Institute's unique approach to research. Students will learn the foundations of mainstream academic and traditional Diné research methods, gain an understanding of how to utilize both approaches, and apply these skills to existing Diné Policy Institute research.

POS 271 U.S. Constitution and Politics (2)
Prerequisite: ENG 101 or concurrent enrollment or instructor's permission.
This course examines the philosophical antecedents, historical development, and interpretations of the U.S. Constitution. It also examines federal governmental structures, procedures, and politics. POS 271 meets Arizona teacher certification requirements.

PSYCHOLOGY (PSY)

PSY 111 Introduction to Psychology (3)
Prerequisite: ENG 101.
This course is an introduction to the scientific study of individual behavior. It provides a broad overview of major approaches, concepts, issues, methods, findings, contributors, and applications of psychological knowledge to everyday life. It covers biological influences on behavior, sensation, perception, learning, cognition, motivation, emotion, personality, human development, psychopathology, and psychotherapy. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI).

PSY 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 MTH 114 or instructor's permission.
Representation of data, measures of central tendency, standards deviation, sampling, normal, chi-square, student's t tests; and correlation. Basic concepts of experimental design and statistical analysis involved in quantitative research will be explored, and Excel will be taught for implementation of statistical tests with large datasets. Offered: Fall and Spring Semester.

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 240 Human Growth and Development (3)
Prerequisite: Minimum grade of "C" in ENG 101.
This course provides an overview of the field of human growth and development from prenatal development and birth through adulthood and aging. Topic This course provides and overview of the field of human growth and development from prenatal developmental 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 thing (IW/CI). Offered: Fall, Spring and Summer Semester. s include physiology, perception, language, cognition, personality, social and moral development, family, and cultural and social influences on development.

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. Offered: Spring Semester.

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.

PSY 255 Introduction to Psychophysiology (3)
Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.
This course examines the relationships among biological characteristics, physiological processes, and human behavior, with a particular emphasis on nervous system function. This course provides and overview of the biomechanisms of addiction, including the basic psychopharmacological processes involved in addiction and its treatment. Offered: Fall Semester.

PSY 290/SWO 290 Research Methods (4)
Prerequisite: ENG 101, PSY 213 and 3 credits of SOC, ANT or SWO. Note: Cross-listed with SWO 290.
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. A particular focus will be placed on substance abuse/addition treatment, relapse prevention, and recovery. Offered: Fall Semester.

PSY 301 Human Sexuality (3)
Prerequisite: ENG 101 or concurrent enrollment.
This survey course of the psychological aspects of human sexual behavior emphasizes cognitive, emotional, behavioral, and cultural factors that shape sexuality. Offered: Fall Semester.

PSY 310 Educational Psychology (3)
Prerequisite: PSY 111, and PSY 240.
Survey course focusing on the study and application of psychological principles, theories, and methodologies as they relate to the educational experience, from the perspectives of both instruction and learning. Emphasis is on developmental, cognitive, and motivational theories within the context of culture. Current trends and new perspectives which enhance learning environments are included. Offered: Fall Semester.

PSY 313 Advanced Statistics (4)
Prerequisite: Minimum grade "B" in PSY 213/MTH 213 (2021 or later) or instructor's permission
This course continues the approach used in PSY 213 Statistics, including analysis of data for hypotheses requiring ANOVA and other F-tests (e.g., MANOVA, MANCOVA); factor analysis; multiple regression, and others. Tools include Excel and SPSS. Offered: Fall

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 This curse focuses on the contributions of psychology to health promotion and illness prevention, adaptation to acute and chronic illness, and to the healthcare system. Offered: Fall Semester.

PSY 321 Cinema Therapy, Social Media and Alternate Reality Platforms (3)
Prerequisite: ENG 101 or concurrent enrollment and at least one Psychology course.
This course is designed to cover the positive uses of modern technology, as well as the negative outcomes and the potential pathology that can come from this boon and bane to 21st century society. The course will focus on historical uses of popular technology and on current research that shows the possible benefits and misuses in a media hungry world. We will focus on media's therapeutic uses as cinema therapy and gameplay mindfulness therapy for PTSD and ADHD, as well as obsession and addiction problems that may lead to physical and mental illnesses.

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 PSY 240 or instructor's permission.
Psychological development from infancy through adolescence, focusing on physical, social, cultural, cognitive, and linguistic aspects of development, as well as developmental disabilities and disorders. Diverse cultural framework for reasoning about child and adolescent development will be applied.

PSY 350 Cultural Psychology (3)
Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and PSY 240 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 relations. The specific relations between culture and substance use/addition will be embedded in the course and considered as a separate topic. Definitions. Offered: Spring Semester.

PSY 360 Psychopharmacology (3)
Prerequisite: Minimum grade of "C" in ENG 101, PSY 111 and PSY 255 or Instructor 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 us and other mental health disorders. This curse also includes an overview of individual differences in risk and resilience, current and historical patterns of substance usage. ESM definition s of substance abuse, and programs for rehabilitation. Offered: Spring Semester.

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. A particular emphasis will be placed on the role of attention and thinking on well-being and emotions. Offered: Fall

PSY 383 Theories of Personality (3)
Prerequisites: Minimum Grade of 'C' in ENG 101 and PSY 111.
This course will familiarize students with a variety of personality theories, their history, and applications. We will consider theories that address personality development and implications for normal and abnormal development. We will also explore research questions such as stability of personality over tie and situations, cultural differences in personality, and personality measurement. Offered: Spring Semester.

PSY 392 Counseling Theories & 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 technique associated with major counseling theories. Offered: Spring Semester.

PSY 399 Special Topic (3)
A Special Topics course is any course offered for credit in which the subject matter or content may vary within specific sections across terms as indicated by that course's title and description. Special topics courses can be repeated by students for additional credit provided that the course sections attempted cover varying material. Section titles may differ in order to reflect the content being offered in those sections. These courses will be used as program electives. This course title is specially designed to encompass advanced concentration on Western and Diné Philosophy or an area of special study covered by the expertise of the Diné College faculty in general or the psychology faculty specifically.

PSY 497 Advanced Reading in Psychology (4)
Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, PSY 213, PSY 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 Inferential Research (4)
Prerequisite: Grade of A or B in PSY 313, or instructor permission
This capstone course will allow students to implement a research plan. Students will seek IRB approval, implement all stages of their research plan, and disseminate their research. The focus of this course will be on inferential research methods, and will encourage mixed methods or triangulated designs that apply indigenous ethical standards. Offered; on demand

PSY 499 Fieldwork Experience (4)
Completion or concurrent enrollment in all classes needed to fulfill the AA in Addiction Students. PSY 499: Minimum grade of "C" in ENG 101, PSY 111, PSY 213, PSY 290, PSY 291 and at least one 300-level PSY course.

Field experience in an approved agency or organization with a focus area consistent with students' academic level and focus. The experience will be approved and supervised by a psychology faculty member. Offered on demand during Fall and Spring Semester.

PUBLIC HEALTH (PUH)

PUH 111 Introduction to Public Health (3)
This course introduces students to all aspects of the field of public health, focusing on health promotion and disease prevention goals designed to establish and maintain healthy communities. The 3 core functions and 10 essential services of public health, as well as reading and lecture materials are organized and presented within the contexts of the Diné educational philosophy. This course is intended to help students become both knowledgeable and culturally competent public health professionals in the Navajo Nation.

PUH 141 Nutrition for Health (3)
General concepts of nutrition applied to food choices that support health; cultural, psychological, and economic implications of food choices. Current concepts and controversies in human nutrition. Carbohydrate, protein, lipids, vitamins, and minerals in nutrition, and the relation of nutrition to health throughout the life cycle.

PUH 170/BIO 170/CMA 170 Medical Terminology (3)
Prerequisite: ENG 101 (BIO/PUH Majors Only). Note: Cross-listed with BIO 170 and CMA 170
Basic tools are provided, such as root words, prefixes, and suffixes, for building an effective verbal and written biomedical vocabulary.

PUH 200 Principles of Health Education (3)
Prerequisite: PUH 111, ENG 101, and HEE 111 or 110 or concurrent enrollment.
This course introduces students to the field of health education. It explores social and behavioral theories, and determinants of health behavior of individuals and groups. In their final project students must apply course concepts to design a prospective health education intervention. Course emphases are on health education methods and issues relevant to the Navajo Nation. Guest speakers involved in health education on the Navajo Nation may provide presentations. Content of the course will facilitate application of the principles of SNBH.

PUH 201 Principles of Environmental Public Health (3)
Prerequisite: ENG 101, PUH 111 or ENV 101.
This course explores environmental health professionals' roles in ensuring safe and healthy environments, including sanitation, food safety, and occupational safety, and air and water quality. Policies and activities of federal, state, local, and tribal entities are examined, with a focus on Navajo examples. Navajo cultural beliefs related to nature and the environment provide the foundation on which the course is structured.

PUH 202 Uranium and Environmental Health (3)
Prerequisite: PUH 201
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 215 Introduction to Veterinary Science (3)
This course will introduce students to medical terminology, domestic and exotic animals, Roles of the Veterinary Technician and Veterinarian, career options, ethics, laws safety and public health as they relate to Veterinary Medicine and the concept of "One Health" which examines how humans, animals and environmental health are all interconnected. This class will integrate the Diné cultural significance of Hózhó for students to learn about importance of Veterinary Medicine and One Health within the Diné culture.

PUH 216/AGR 216 One Health (3)
The course will introduce students to the roles of Veterinary Medicine, Biology and Zoology within Environmental Medicine, career options, ethics, laws, safety, zoonotic diseases, and public health as they relate to the concept of "One Health" which examines how humans, animals, and environmental health are all interconnected.

PUH 220 Health and Human Disease (3)
Prerequisite: HEE 110 or 111, BIO/PUH 170, and PUH 111 or concurrent enrollment.
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 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 289 Public Health Emergency Preparedness (4)
This focused course covers practical knowledge, steps, and considerations relating to preparation for any potential public health emergency in the Navajo Nation. The course is based on online materials originally developed by the Arizona Center for Public Health Preparedness at the University of Arizona, adapted by Diné College to the Navajo Nation environment. There are no prerequisites, but prior completion of PUH 111 is recommended.

PUH 290 Introductory Public Health Research Methods (4)
Prerequisites: ENG 101
This research methods course covers basic concepts in public health, health promotion, and disease prevention, including its cultural aspects. The design and implementation of qualitative and quantitative research are covered, including hypothesis development, research design, development of research protocols, data analysis using computer software packages, and presentation of results.

PUH 297 Introductory Public Health Research Methods Practicum (3)
Prerequisites: PUH 290.
Students will apply their knowledge of research design and data collection and analysis within the context of public health, program assessment and improvement, health promotion, and disease-prevention programs; incorporating cultural aspects of disease prevention where appropriate.

PUH 345 Theories of Health Behavior (3)
Prerequisites: PSY 240, PUH 111, PUH 200.
The purpose of the course is to provide students with an understanding of the application of the social and behavioral sciences to health. The course is designed to introduce students to some of the major theories, models, and conceptual frameworks that are frequently used to plan health promotion and disease prevention interventions that target behavior at the individual, interpersonal, community, and societal levels of intervention. This course will emphasize research on health behavior theory and American Indian and Alaska Native populations. Such research critiques Western based theory and highlights the role that traditional beliefs and practices play in understanding behavior and decision-making among indigenous groups.

PUH 350 Global Indigenous Health (3)
Prerequisites: PUH 111, PUH 201 and ENG 102.
This course introduces the theories, perspectives, and methods of global health through an exploration of the health of indigenous groups around the world. Topics to be addressed include the global burden and distribution of disease and mortality, determinants of health status and health inequalities, the development of global health policies, and the implementation of global health interventions. Emphasis will be placed on indigenous notions of health and disease and global health systems unique to groups in different cultural settings.

PUH 355 Health Disparities (3)
Prerequisites: PUH 111 and ENG 102.
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 356 Health Services and Policy (3)
Prerequisite: ENG 102 and PUH 355.
In this course, students are introduced to health services administration and the role of policy development in public health. The course covers national, state, local, and Navajo Nation health services, focusing on how they are organized and administered. U.S. public health services are compared with those on the Navajo Nation and other tribal communities. The course is taught in accordance with the Diné educational philosophy (primarily in the realm of Íiná).

PUH 360 American Indian Maternal, Child, and Sexual Health (3)
Prerequisites: PUH 345 and ENG 102.
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 being to the creation of solutions.

PUH 370 Community Health Assessment and Planning (3)
Prerequisites: A.S. in Health Occupations or HEE 111, PUH 111, PUH 200, and ENG 102.
This is the first of two courses in which students examine assessment, planning, implementation, and evaluation in public health practice. The course focuses on assessment and planning as carried out in epidemiology, environmental public health, health education and promotion, and health services administration. It explores Navajo ways of knowing, defining, and thinking about health problems (Nitsáhákees) and the process of planning (Nahat'á) health intervention programs.

PUH 380 Implementation and Evaluation of Public Health Interventions (3)
Prerequisites: PUH 370.
This is the second of two introductory courses in which students examine assessment, planning, implementation, and evaluation in public health. The course focuses on implementation and evaluation as carried out in epidemiology, environmental health, health education and promotion, and health services administration. It is taught in accordance with the Diné educational philosophy (primarily in the realm of Íiná and Siihasin). In this course students will work with instructors to develop a class intervention to a public health issue on the Navajo Nation. This step by step process will give students the opportunity to put the assessment and planning stages of public health programming into practice.

PUH 385 Mental Health Issues in Public Health (3)
Prerequisites: PUH 345.
This course is designed to help students think critically about the identification and treatment of mental illness in the United States. Students will explore current public health research and programming surrounding the definition, prevention, and treatment of mental illness. Central to this approach is the understanding that mental illness and its diagnosis is culturally situated. Navajo concepts of mental health and healing will be integral to student understandings of all of the aspects of mental health introduced in this course. This course will also explore how our beliefs about mental illness and the mentally ill have influenced our approaches to policy, systems, services, and treatment. Special attention will be paid to mental health issues and treatment options among American Indian and Alaska Native populations and especially to those issues affecting the Navajo Nation.

PUH 391 Seminar in Public Health (3)
Prerequisites: ENG 102 and one other PUH 300 level course or concurrent enrollment.
In this seminar, students are introduced to community health issues (especially in the Navajo Nation) and to problems faced in health care systems and health care delivery. Topics covered may include emergency services, the delivery and referral systems (both tribal and federal), and challenges, including alcohol use and abuse, illicit drug use, and mental health. The focus of the topics of this course will be on research, past and present, in public health on the Navajo Nation. Projects will be selected based on research that has been reviewed by the IRB. Exposure to ongoing research projects and research projects and researchers will enable students to see public health research in action and give them experience with both the process and the product of research.

PUH 395 Introduction to Epidemiology (3)
Prerequisite: PUH 111 and MTH 213/PSY 213.
A basic introduction to epidemiology and biostatistics is provided in this mathematics-based course. Students are guided in identifying relevant and appropriate public health data and information sources. A special focus is on relationships of risk factors and disease outcomes, with attention to the health priorities of the Navajo Nation. The course also introduces students to epidemiological research designs and measures, and ways in which they influence public health decision-making.

PUH 490 Public Health Research Methods (4)
Prerequisites: PUH 380, PUH 395, one other PUH 300 level course or concurrent enrollment.
Designing and implementing qualitative and quantitative Public Health research building on hypothesis development, research design, development of research protocols, ethical conduct of research, data analysis using computer software packages, and presentation of results. This course will be 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 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 a professional in public health.

PUH 493/AGR 493 Food Safety and HACCP; From Farm to Table (4)
Prerequisites: AGR 301, AGR 373, or instructor's permission. Recommended: BIO 205. Cross-listed with AGR 493.
Fundamental aspects of Food Safety and foodborne disease/adulteration/contamination Prevention. Lecture topics and field trip will include the HACCP (Hazard Analysis and Critical Control Point) system for reducing the risk of safety hazards in food production, coverage of production, fresh and processed foods, plants and plant

derived products, animal products and eggs into products safe and suitable for human consumption, and what can be done to prevent adulteration by drugs and chemical contamination.

PUH 497 Public Health Research Methods Practicum (3)
Prerequisites: PUH 490 or concurrent enrollment.
PUH 497 is a capstone practicum experience for advanced students in public health. This field experience will be offered over the course of a semester and will finish with a final project that will be a culmination of all of the student work in public health at Diné College. Students will utilize public health knowledge and skills acquired during their upper level coursework. The project will encompass professional level work and will be partially evaluated by an external evaluator who is a professional in public health.

PUH 498/NAS 413 Indigenous Research Methodologies (3)
Prerequisites: NIS 111, NIS(294 or 371), PUH 380, PUH 395. Cross-listed with NAS 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.

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.

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.

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.

SOC 225 Marriage and Family in a Changing Society (3)
Prerequisite: ENG 101.
This course examines marital relationships and social change.

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 260 Drug and Society (3)
Prerequisite: Minimum Grade of 'C' in ENG 101.
This course examines drugs as a social problem. It considers the social-cultural factors that contribute to the use and abuse of drugs and the effects upon the individual and society. Reviews prevention, intervention and treatment. Surveys policies regarding drug related issues.

SOC 275 Social Stratification (3)
Prerequisite: ENG 101.
This course examines the unequal distribution of power, resources, income, and life changes in society. It analyzes economic and social classes, racism, ethnic stratification, colonialism within the U.S., gender stratification, and the changing position of women in society. It reviews the effects of poverty on individuals and communities.

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 AND PHILOSOPHICAL FOUNDATION (SPF)

SPF 416 Theory and Practice in Education Law (2)
This course explores legal actions and theories applied at K-8 schools. The multicultural, and philosophy are integrated and addressed through the course. Students will be asked to gain a greater understanding of how to protect the legal rights of students, teachers, and the schools by examining the legal system. There will be discussions of practical guidelines to prevent litigation for the professional teacher. Students' analysis and interpretation of classroom behavior from perspectives derived from philosophy, social science, and law. Civic discourse, civic knowledge and engagement to local and global events.

SOCIAL WORK (SWO)

SWO 111 Field Placement Seminar (1)
Prerequisite: ENG 101 or concurrent enrollment.
This course engages students in the first semester of field placement which should include culturally-sensitive growth and development in generalist practice. This will ensure the student achieves professional experience in field instruction. It will also provide direction for students in a practice setting.

SWO 211 Introduction to Social Work (3)
Prerequisite: ENG 101.
SWO 211 is a continuation of SWO 111. This course offers an introduction to values, ethic, skills, and knowledge pertaining to social work. Social systems theory is emphasized.

SWO 242 Social Work Practice (3)
This course develops generalist social work knowledge and skills for working with and on behalf of individuals, families, and groups. It will look at identifying practice skills through the assessment and treatment phases..

SWO 243 Human Behavior in the Social Environment (3)
This course develops an understanding of human behavior on a biological and behavioral level. It looks at and various methods of treatment and engages students in issues related to trauma, spiritual development, disabilities, and bridging the gap of micro and macro levels of practice.

SWO 250 Social Work Ethics (3)
This course is designed to educate students on legal and ethical values related Social Work. The course will educate students on the NASW code of ethics and laws related to social work practice. It will also provide a look at the social worker role in the legal system.

SWO 252 Addictions, Substance Abuse, and Social Work Practice (3)
This course engages students in understanding the nuances of behaviors and issues related to use and abuse of substances. It will promote cross-cultural sensitivity when engaging diverse populations and understanding of the issue. It will provide specific insight in working with Native Nations and increasing cultural responsiveness with American Indian/Alaskan Native tribes. The focus of this course is to provide preparation for those interested in the field of social work and other helping professions for working with individuals, groups, and families and their experiences with substance use/abuse to help facilitate a return to balance and social functioning. This class will explore substance abuse, from misuse through addition. Topics to be covered include the biochemical effect of various drugs on the brain, the assessment and treatment of individuals with substance abuse problems, as well as current laws-both domestic and international-surrounding, the use of drugs.

SWO 270 Culture and Diversity: working with Native Nations (3)
This course engages students' in understanding the nuances of cultural issues related to human services agencies. It will promote cross-cultural sensitivity engaging social injustice. It will provide specific insight in working with Native Nations and increasing cultural responsiveness with American Indian/Alaskan Native tribes.

SWO 290/PSY 290 Research Methods (4)
Prerequisite: ENG 101 and 3 credits of PSY, SOC, ANT or SWO. Note: Cross-listed with PSY 290.
An introduction to qualitative and quantitative research methods used in Psychology and the Social Sciences. This course emphasizes the process of conducting psychological research, including the development of testable hypotheses, measurement, design, data collection, analysis, and the writing and presentation of a research paper. Students will gain experience through projects in conducting research.

SWO 295 Field Experience I (3)
Prerequisite: ENG 101.
Students are placed in community social service agencies for practical social work experience for a minimum of ten hours per week, offering opportunitfies to apply skills and to operationalize social knowledge and values in social work.

THEATER (THR)

THR 101 Introduction to Theater (3)
A survey of theater, including basic elements and principles of production, styles, and historical perspectives of theater, dramatic literature, and criticism.

THR 102 Introduction to Acting and Storytelling (3)
The course will incorporate fundamental techniques of acting and storytelling through physical and vocal expression, improvisation, and monologue scene work, with an emphasis on characterizations and performance. A class performance of a dramatic production will be the course culmination.

School of Arts & Humanities

Venancio Aragon, Instructor
B.A., University of New Mexico, Anthropology

Carlon Ami, Instructor
M.A., Azusa Pacific University, Modern & Contemporary Art History
B.F.A., Diné College, Navajo Silversmithing
B.F.A., Diné College, Traditional Painting

Karla Britton, Professor
Ph.D. Harvard University, Architecture and Urban Planning
M.A. Columbia University, Comparative Literature
B.A. University of Colorado – Boulder, Intellectual History

Yolanda Franklin, Assistant Professor
Ph.D., Florida State University, Creative Writing
M.F.A., Lesley University, English / Creative Writing
B.S., Florida State University, English

Shannon Hooper, Instructor
M.F.A., Institute of American Indian Arts, Fine Arts
B.F.A., Institute of American Indian Arts, Fine Arts
A.A., Institute of American Indian Arts, Fine Arts

Karen Jacquez, Instructor
M.F.A., Academy of Art University, Illustration
B.F.A., Columbus College of Art and Design, Fine Arts

Lemanuel Loley, Assistant Professor
Ph.D., University of Denver, English & Literary Arts
M.F.A., Institute of American Indian Arts, Creative Writing-Fiction
B.A., Kenyon College, English

Yagnya Misra, Instructor
M.F.A., Columbia University, Fiction
M.A., University of Northumbria, UK, Creative Writing
M.A., Utkal University, Journalism & Communication

Shaina Nez, Senior Lecturer
Ph.D., Arizona State University, Justice Studies
M.F.A., Institute of American Indian Arts
B.A., Fort Lewis College, English-Writing
A.A., Diné College, Liberal Arts

Orlando O. White, Instructor
M.F.A., Brown University, Literary Arts
B.F.A., Institute of American Indian Arts, Creative Writing

School of Business & Social Science

Christine Ami, Associate Professor
Ph.D., University of California at Davis, Native American Studies
M.A., University of Maryland, Spanish Language & Literature
B.A., Rowan University, Spanish

Jeremiah W. Barber, Assistant Professor
Psy.D., California Southern University, Clinical Psychology
M.A., Argosy University, Forensic Psychology
B.A., University of New Mexico, Psychology

Milton Bluehouse, Jr., Associate Professor
J.D., University of Wisconsin, Madison, Federal Indian Law, Constitutional Law, Business Law
B.A., University of Arizona. Political Science, History

James Denney, Instructor
M.B.A. University of Guam, Business Administration
B.B.A. University of Guam, Finance and Economics

Miranda J. Haskie, Professor
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

Monique James, Instructor
M.S., University of Phoenix, Psychology
B.A., Diné College, Psychology
A.A., Diné College, Social & Behavioral Science

Brian King, Associate Professor
Ph.D., University of New Mexico, History
M.A., New Mexico State University, History
B.A., University of Texas, History

Hondo Louis, Instructor
M.B.A., Brigham Young University Marriott School of Business
M.F.A., San Francisco Academy of Art University
B.A. Brigham Young University Film and Media Studies

Gloria Price, Instructor
M.V.E., Northern Arizona University, Vocational Education
B.S., Northern Arizona University, Vocational Education
B.A., Northern Arizona University, Business Administration

Gregory I. Redhouse, Assistant Professor
Ph.D., University of Arizona, American Indian Studies
M.S., University of Houston, Victoria, Economic Development and Entrepreneurship
M.A., University of Arizona, American Indian Studies
M.A., University of Arizona, Higher Education
B.A., University of Arizona, Political Science
A.A., Navajo Community College, Liberal Arts

Suzanne Russ, Associate Professor
Ph.D., University of Minnesota, Social Psychology, Educational Psychology
M.S., University of Wisconsin, Exceptional Education
B.A., University of Wisconsin, Humanistic Studies with teaching certification

Rosalind Smith, Assistant Professor
MAcc, University of Phoenix, Accountancy
B.S., Southern Utah University, Accountancy
A.S., College of Eastern Utah, Business Administration

School of Diné Studies & Education

Roger Benally, Professor
Diné Medicine Man's Association, Inc., Hataahłii
M.Ed., Doane College, Educational Leadership and Curriculum & Instruction
B.A., Prescott College, Education

Thomas P. Benally, Instructor
M.Ed., Doane College, Curriculum & Instruction
B.S., Northern Arizona University, Education

Andrea A. Charlie, Instructor
M.A., Northern Arizona University, ESL and Bilingual Education
B.A., Arizona State University, Elementary Education,
A.A., Diné College, Diné Studies & Navajo Language

Merle Charlie, Instructor
M.Ed., Northern Arizona University, Bilingual & Multicultural Education
B.A., Northern Arizona University, Psychology / Native American Studies
A.A., Diné College, Social & Behavioral Science

Avery Denny, Professor
Honorary Doctorate
Diné Medicine Man's Association, Inc., Hataałii

Duff Galda, Assistant Professor
Ph.D., University of Arizona, Language, Reading & Culture
M.Ed., Northern Arizona University, Bilingual & Multicultural Education
M.Ed., Northern Arizona University, Elementary Education
M.Ed., Northern Arizona University, Special Education
B.S., Northern Arizona University, Recreation, Resource Management, History, Geology

Sharon L. James, Senior Lecturer
M.Ed., Northern Arizona University, ESL and Bilingual Education
M.Ed., Arizona State University, Curriculum and Instruction, emphasis in Early childhood Education
B.A., Diné College, Elementary Education
A.A., Diné College, Elementary Education

Kelli Jones, Assistant Professor
M.Ed., Northern Arizona University, Secondary Education
M.A., Northern Arizona University, Geographic Education
B.S., Northern Arizona University, Elementary Education

Thomas Littleben Jr., Instructor
B.S., Northern Arizona University, Education
A.A., Diné College, Diné Studies and Navajo Language

Lorenzo Max, Associate Professor
Navajo Medicine Man Association
Diné Hataałii Association

Leigh A. Toadlena, Instructor
M.S., Northern Arizona University, Multicultural in Curriculum Instruction
B.S., Northern Arizona University, Elementary education
A.A., Navajo Community College, Liberal Arts

Cheryl Tom, Instructor
Ph.D., Walden University, Education, Educational Specialist, Teacher Leadership
M.S., Walden University, Early Childhood Studies
M.Ed., Arizona State University, Curriculum & Instruction (Bilingual Ed)
B.S., Arizona State University, Elementary Education
A.A., Diné College, Elementary Education/Social Science

School of Science, Technology, Engineering and Math

Sheldon Benally, Instructor
M.S., University of New Mexico, Health Education
B.S., University of New Mexico, Biology

Christopher J. Dickerson, Assistant Professor
Ph.D., University of Minnesota, Health Science, Political Science & Ad
M.S., University of Minnesota, Health Science, Political Science & Ad
M.S., Eastern Kentucky University, Biology
B.A., Eastern Kentucky University, Political Science

Karen Freedman, Assistant Professor
M.S., University of Wisconsin, Bacteriology
B.S., University of Utah, Biology

Shazia Tabassum Hakim, Professor
Ph.D., University of Karachi, Microbiology
M.Sc. University of Karachi, Microbiology
B.Sc., University of Karachi, Microbiology

Oleksandr Makeyev, Associate Professor
Ph.D., Clarkson University, Engineering Science
M.S., Taras Shevchenko National University, Statistics
B.S., Taras Shevchenko Nation University, Mathematics

Ebenezer Atta Mills, Assistant Professor
Ph.D., Dalian University of Technology, Financial Mathematics
M.A., Jiangsu University, Finance
M.A., Hasselt University, Statistics and Data Science
B.S., Kwame Nkrumah University of Science & Technology, Actuarial Science

Babatunde Ojo, Professor

Ph.D., University of Toledo, Medicinal Chemistry
M.S., University of Toledo, Medicinal Chemistry
M.S., Ahmadu Bello University, Pharmaceutical Chemistry
B.S., University of Lagos, Chemistry

Khaista Rahman, Instructor
Ph.D., Huazhong Agricultural University, Microbiology
M.S., Quaidi Azam University, Biotechnology
B.S., University of Malakand, Biotechnology

Partha Saha, Assistant Professor
Ph.D., South Dakota State University, Pharmaceutical Sciences
M.S., University of Aberdeen, Clinical Pharmacology
M.S., Catholic University of Leuven, Biomedical Sciences
B.S., University of Aberdeen, Clinical Pharmacology
B.S., Catholic University of Leuven, Biomedical Sciences

Demetra N. Skaltsas, Assistant Professor
Ph.D., University of Maryland, Plant Science
B.S., University of Maryland, Plant Science

Willis R. Tsosie, Instructor
M.S., Montana State University, Information Processing & Communication
B.S., Rocky Mountain College, Computer Science
A.A., Little Big Horn College, Data Processing

Chengde Wang, Associate Professor
Ph.D., Arizona State University, Mathematics
M.S., Beijing BISS International School, Mathematics
B.S., Beijing BISS International School, Mathematics

Kevin Webster, Assistant Professor
Ph.D., Indiana University, Geology
M.S., Indiana University, Geology
B.S., University of Colorado, Ecology and Evolution Biology/ Geology

Terra Yabeny, Instructor
Ph.D., Walden University, Public Health
M.S., New Mexico State University, Public Health
B.S., New Mexico State University, Public Health

Taiping Ye, Associate Professor
Ph.D., University of Connecticut, Mathematics
M.S., University of Connecticut, Mathematics
M.S., University of Connecticut, Computer Science & Engineering
B.S., Hunan Normal University, Mathematics

15 - Week Semester plus 1 week finals

3 credit courses

3 credit course	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting 1 time each week	9:00 am - 11:40 am	9:00 am - 11:40 am	9:00 am - 11:40 am	9:00 am - 11:40 am	No class 8 am - 12 pm	9:00 am - 11:40 am	9:00 am - 11:40 am
for 160 minutes	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm
	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm
	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm

3 credit course	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting 2 times each week	7:30 am - 8:50 am	7:30 am - 8:50 am	7:30 am - 8:50 am	7:30 am - 8:50 am			
for 80 minutes	9:00 am - 10:20 am	9:00 am - 10:20 am	9:00 am - 10:20 am	9:00 am - 10:20 am			
	10:30 am - 11:50 am	10:30 am - 11:50 am	10:30 am - 11:50 am	10:30 am - 11:50 am			
Mon/Wed or Tues/Thurs	12:00 pm - 1:20 pm	12:00 pm - 1:20 pm	12:00 pm - 1:20 pm	12:00 pm - 1:20 pm			
	1:30 pm - 2:50 pm	1:30 pm - 2:50 pm	1:30 pm - 2:50 pm	1:30 pm - 2:50 pm			
	3:00 pm - 4:20 pm	3:00 pm - 4:20 pm	3:00 pm - 4:20 pm	3:00 pm - 4:20 pm			
	4:30 pm - 5:50 pm	4:30 pm - 5:50 pm	4:30 pm - 5:50 pm	4:30 pm - 5:50 pm			
	6:00 pm - 7:20 pm	6:00 pm - 7:20 pm	6:00 pm - 7:20 pm	6:00 pm - 7:20 pm			
	7:30 pm - 8:50 pm	7:30 pm - 8:50 pm	7:30 pm - 8:50 pm	7:30 pm - 8:50 pm			

3 credit course	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting 3 times per week	12:00 pm - 12:50 pm		12:00 pm - 12:50 pm		12:00 pm - 12:50 pm		
	1:00 pm - 1:50 pm		1:00 pm - 1:50 pm		1:00 pm - 1:50 pm		
Mon / Wed / Fri	2:00 pm - 2:50 pm		2:00 pm - 2:50 pm		2:00 pm - 2:50 pm		
	3:00 pm - 3:50 pm		3:00 pm - 3:50 pm		3:00 pm - 3:50 pm		
	4:00 pm - 4:50 pm		4:00 pm - 4:50 pm		4:00 pm - 4:50 pm		
	5:00 pm - 5:50 pm		5:00 pm - 5:50 pm		5:00 pm - 5:50 pm		
	6:00 pm - 6:50 pm		6:00 pm - 6:50 pm		6:00 pm - 6:50 pm		
	7:00 pm - 7:50 pm		7:00 pm - 7:50 pm		7:00 pm - 7:50 pm		
	8:00 pm - 8:50 pm		8:00 pm - 8:50 pm		8:00 pm - 8:50 pm		

3 hour lecture / 1 hour lab (Instructor can determine how to schedule lectures and labs within time blocks)

3 credit course (w lab)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting 2 times per week	9:00 am - 10:40 am	9:00 am - 10:40 am	9:00 am - 10:40 am	9:00 am - 10:40 am			
for 100 minutes	11:00 am - 12:40 pm	11:00 am - 12:40 pm	11:00 am - 12:40 pm	11:00 am - 12:40 pm			
	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm			
Mon/Wed or Tues/Thurs	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm			
	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm			
	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm			

3 hour lecture / 2 hour lab (Instructor should hold three-hour lecture on M or T; and two hour lab on W or Th; Friday afternoon open for labs)

3 credit (w lab)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting two times per week for a total	9:00 am - 11:40 am	9:00 am - 11:40 am	9:00 am - 11:40 am	9:00 am - 11:40 am	No class 8 am - 12 pm		
of 250 minutes	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm		
	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm		
Mon/Wed or Tues/Thurs	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm		

4 credit courses (no lab)

4 credit course (no lab)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting two times per week	9:00 am - 10:40 am	9:00 am - 10:40 am	9:00 am - 10:40 am	9:00 am - 10:40 am			
for 100 minutes	11:00 am - 12:40 pm	11:00 am - 12:40 pm	11:00 am - 12:40 pm	11:00 am - 12:40 pm			
	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm			
Mon/Wed or Tues/Thurs	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm			
meeting one time per week	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm			
for 200 minutes	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm			

3 hour lecture / 1 hour lab (Instructor can determine how to schedule lectures and labs within assigned time block to avoid classroom allocation conflicts) . . . . .

4 credit course (with lab)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting two times per week	9:00 am - 10:40 am	9:00 am - 10:40 am	9:00 am - 10:40 am	9:00 am - 10:40 am			
for 100 minutes	11:00 am - 12:40 pm	11:00am - 12:40pm	11:00am - 12:40pm	11:00am - 12:40pm			
	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm	1:00 pm - 2:40 pm			
Mon/Wed or Tues/Thurs	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm	3:00 pm - 4:40 pm			
	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm	5:00 pm - 6:40 pm			
	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm	7:00 pm - 8:40 pm			

3 hour lecture / 2 hour lab (Instructor should hold three-hour lecture on M or T; and two hour lab on W or Th; Friday afternoon open for labs) (Instructor can determine how to schedule lectures and labs within assigned time block to avoid classroom allocation conflicts)

4 credit course	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting two times per week	9:00 am - 11:40 am	9:00 am - 11:40 am	9:00 am - 11:40 am	9:00 am - 11:40 am	No class 8 am - 12 pm		
for a total of 250 minutes	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm		
	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm		
Mon/Wed or Tues/Thurs	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm		

3 hour lecture / 3 hour lab (Instructor should hold three-hour lecture on M or T; and three hour lab on W or Th; Friday afternoon open for labs) (Instructor can determine how to schedule lectures and labs within assigned time block to avoid classroom allocation conflicts)

4 credit course	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
meeting two times per week	9:00 am - 11:40 am	9:00 am - 11:40 am	9:00 am - 11:40 am	9:00 am - 11:40 am	No class 8 am - 12 pm		
for a total of 300 minutes	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm	12:00 pm - 2:40 pm		
	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm	3:00 pm - 5:40 pm		
Mon/Wed or Tues/Thurs	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm	6:00 pm - 8:40 pm		

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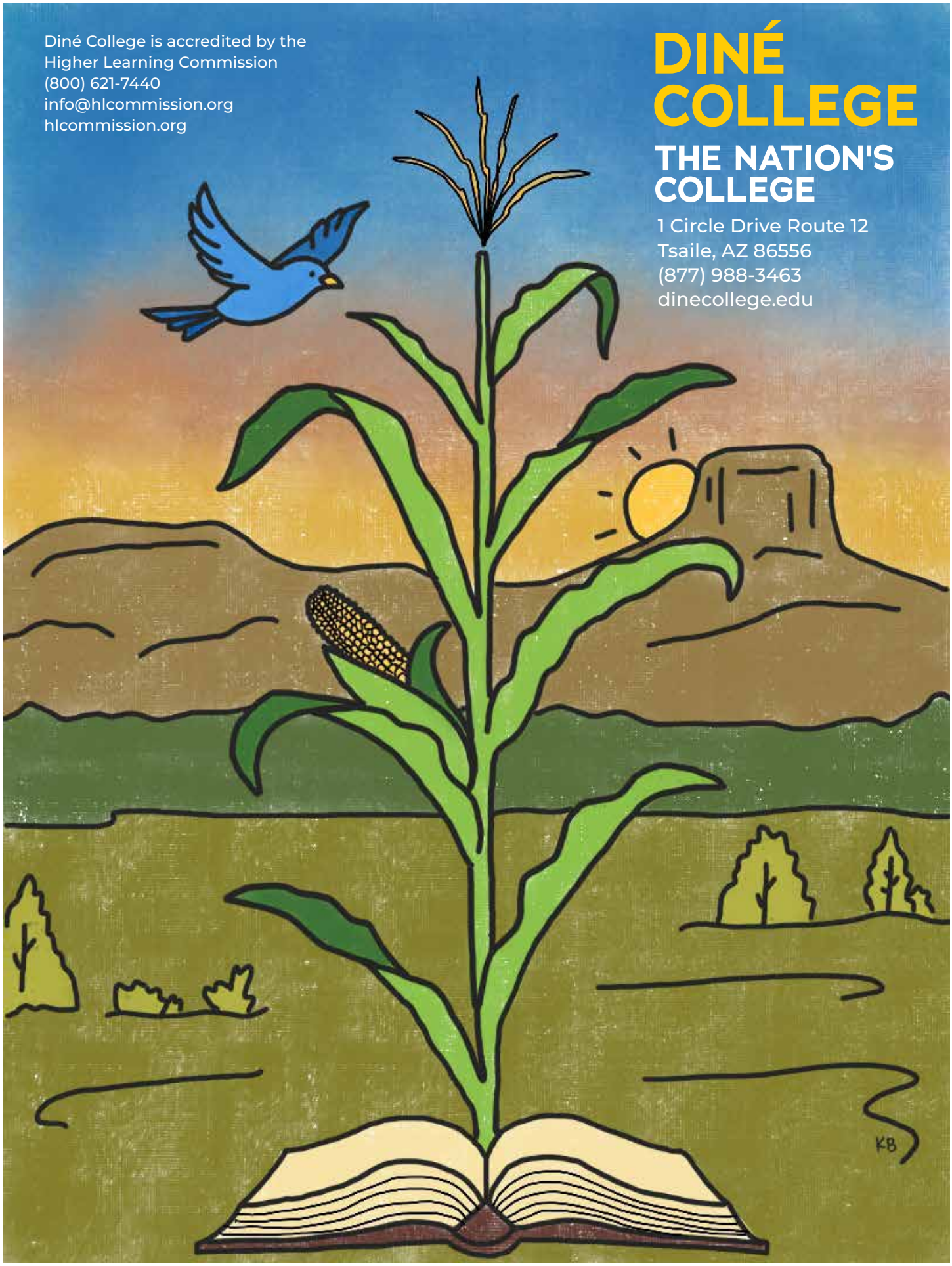
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