



2017-2019

CATALOG

ADDENDUM



2017-20 CATALOG ADDENDUM CERTIFICATION PAGE

The attached 2017-19 Diné College Catalog Addendum with the following Academic Programs and Courses reflect all courses and program modifications for the 2018-19 Academic Year.

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Certified as True and Correct in Content
School Official's Signatures:

 12/11/2018
Registrar, Louise Litzin Date

 12/11/18
Curriculum Chair, Patrick Blackwater Date

 12/11/18
Provost, Dr. Geraldine Garrity Date

General Education Curriculum

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

General Education Mission Statement

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

Course Information

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

Course Number	Purpose	Current Exceptions
097,197, 297,397, 497	Practicum – A course with this designation may be for practical application of learning, sometimes referred to as an internship or field experience. Check with the academic area or advisor for specific courses in each program.	CSC 295 Internship or Practicum ECE 108 Field Experience I ECE 110 Field Experience II EDU 297 Practicum in Elementary Education EDU 358 Field Experience I EDU 378 Field Experience II EDU 478 Field Experience III SWO 295 Field Experience I SWO 296 Field Experience II
098,198, 298,398, 498	Independent study – A course with this description must be approved by the faculty and School Dean.	EDU 498 Student Teaching

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

IMPORTANT NOTE REGARDING GENERAL EDUCATION

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

General Education Program Requirements

ENG 101, 102 for the English Option.

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

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

Communications Requirements

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

COM 121 is required for New Mexico Core Competencies.

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

Humanities and Fine Arts Requirements

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

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

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

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

- Humanities (HUM)
- Theater (THR) 101, 102

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

Mathematics Requirements

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

Navajo and Indian Studies Requirements

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

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

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

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

Physical/Health Education Requirements

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

Science Requirements

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

Social and Behavioral Science Requirements

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

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

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

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

Transferring General Education Credits

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

Transfer to Arizona Universities

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

Arizona General Education Curriculum (AGEC) Requirements

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

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

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

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

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

AGEC-A for Liberal Arts Majors

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

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

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

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

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

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

AGEC-B for Business Administration Majors

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

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

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

* Mathematics requirements: MTH 191.

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

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

AGEC-S for Mathematics and Science Majors

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

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

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

Transfer to New Mexico Universities

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

The New Mexico General Education Common Core

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

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

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

Certificate Programs

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

Endorsement Programs

- Art Endorsement
- Math Endorsement

Associate of Applied Science Degrees

- Business Management
- Office Administration

Associate of Arts Degrees

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

Associate of Science Degrees

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

Bachelor of Arts Degrees

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

Bachelor of Science Degrees

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

CERTIFICATE PROGRAMS

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

Computer Technology

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

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

Digital Arts

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

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

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

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

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

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

Geographic Information System

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

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

Irrigation Technician

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

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

Navajo Nation Leadership

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

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

Natural Resource

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

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

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

Navajo Cultural Arts

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

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

Public Health

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

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

Program Requirements	Credits
PUH 111 Introduction to Public Health	3
PUH 270 Community Health Assessment and Planning	3
Choice of option A or B:	
Option A:	
PUH 280 Implementation and Evaluation of Public Health Interventions	3
and choose one from:	
EDU 200; PUH/BIO 170; BIO 201; HEE 110; HEE 111; NAV 231; PSY 111; PSY 240; PSY 250; PUH 200; SOC 111; SOC 225; SOC 230; PUH 241; or PUH 289	3
Option B:	
PUH 290 Public Health Research Methods	4
PUH 297 Public Health Research Methods Practicum	3
Program Credits:	12-13

Art Endorsement

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

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

Math Endorsement

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

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

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS

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

Business Management (A.A.S.)

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

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

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

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

Office Administration (A.A.S.)

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

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

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

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

ASSOCIATE OF ARTS DEGREE PROGRAMS

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

Business Administration (A.A.)

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

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

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

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

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

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

Computer Information Systems (A.A.)

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

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

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

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

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

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

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

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

Diné Studies (A.A.)

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

Program Requirements	Credits
NAV 212 Navajo Literacy and Grammar II	3
NIS 220 Navajo Oral History	3
NIS 225/ANT 225 Indians of the U.S & North America	3
NIS 226/POS 226 Navajo Nation Government	3
EMPHASIS: Must take a total of 3 Courses from the following list for a total of 9 credits of program emphasis. Courses used to fulfill electives below may NOT be used to fulfill General Education or Dine Studies Core Program Requirements.	
Navajo Language (NAV) course(s):	
NAV 231 Medical Terminology of the Navajo	9
NAV 240 Navajo Public Speaking	
NAV 289 Navajo Linguistics	
or	
Navajo and Indian Studies (NIS) course(s)	
NIS 222 Contemporary Indian Affairs	9
NIS 261 Navajo Oral Tradition and Styles	
NIS 294 Diné Education Philosophy I	
Program Credits:	22

Include Electives	Credits
Diné Cultural Arts (NIS) Course(s): No more than 2 courses from: NIS 101; NIS 103; NIS 105; NIS 107; NIS 108; NIS 150; NIS 160; NIS 205; NIS 208	0-6

Degree Earned	Credits
General Education	40-43
Program Requirements	22
Total Credits Earned:	64-65

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

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

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

Early Childhood Education (A.A.)

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

ENG 101, or NAV 212

ENG 102, or NAV 389

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

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

Education (A.A.)

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

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

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

Liberal Arts (A.A.)

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

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

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

Social and Behavioral Sciences (A.A.)

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

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

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

Social Work (A.A.)

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

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

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

ASSOCIATE OF SCIENCE DEGREE PROGRAMS

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

Agroecology/Environmental Science (A.S.)

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

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

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

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

Biology (A.S.)

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

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

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

Environmental Science (A.S.)

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

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

Program Requirements	Credits
Program Credits:	28

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

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

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

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

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

Health Occupation (A.S.)

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

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

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

Mathematics (A.S.)

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

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

Degree Earned	Credits
General Education	40-43

Degree Earned	Credits
Program Requirements	25-26
Total Credits Earned:	65-69

Physics (A.S.)

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

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

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

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

Pre-Engineering (A.S.)

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

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

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

Public Health (A.S.)

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

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

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

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

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

BACHELOR OF ARTS DEGREE PROGRAMS

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

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

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

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

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

Navajo Language Track

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

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

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

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

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

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

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

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

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

Diné Studies Track

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

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

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

Bachelor of Arts in Business Administration (B.A)

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

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

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

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

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

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

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

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

Junior Semester II	Credits
MGT 350 Human Resources Management	3
Program Credits:	15

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

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

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

Bachelor of Arts in Elementary Education (B.A)

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

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

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

Admission criteria are as follows:

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

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

Current Navajo Nation tribal background check;

Current Fingerprint Clearance Card from the state of Arizona

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

Personal interview with a BAEE admissions committee

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

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

BAEE Application Process

Step 1: Submit initial application:

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

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

Step 3: Upon acceptance into the program:

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

Submit a completed application for housing (if planning to live

on-campus). For assistance in completing this item, contact Residence Life at (928) 724-6782.

Professional Preparation Coursework

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bachelor of Arts in Psychology (B.A)

The Culturally-based Bachelor of Arts in Psychology at Diné College implements the Diné paradigm of Nitsáhákees (Thinking and Conceptualizing), Nahat'á (Planning and Gathering Information), 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-years program includes instruction in Navajo psychology, counseling and clinical psychology, health psychology, psychology and law, social and cultural psychology, developmental, as well as decolonization, resilience, and research in indigenous communities. This program also includes hands-on practical experience through internships, undergraduate research projects, or independent study. Students will become informed about educational and career opportunities and will create a portfolio outlining a post-graduation plan that showcases skills and knowledge. The program is offered on a full-time basis at the Tsaile Campus.

Admission criteria are as follows:

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

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

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

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

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

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

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

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

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

BACHELOR OF SCIENCE DEGREE PROGRAMS

Bachelor of Science in Biology (B.S)

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

Two Year Program

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

Four Year BS Biology Program

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

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

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

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

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

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

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

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

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

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

Bachelor of Science in Public Health (B.S)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Four Year BS Secondary Education, Science Track:

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

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

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

Sophomore Semester III	Credits
NIS 111 Foundation of Navajo Culture	3
Humanity & Fine Arts Gen. Edu.	3
MTH 190 Pre-Calculus	4

Sophomore Semester III	Credits
GLG 101 Indigenous Physical Geology	4
EDU 353 Diversity in Navajo and American Indian Education	3
Program Credits:	17

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

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

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

Junior Semester II	Credits
BIO 435 Evolution Biology	3
BIO 372 Revolutionary Thought in Biology	3
EDU 475 Methods for Language Diverse Students II	3
CHM 230 Fundamental of Organic Chemistry	4
Social and Behavior Science General Education Recommend PSY 111	3
Program Credits:	16

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

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

Course Title and Prefix Code

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

ACCOUNTING (ACC)

ACC 100 Fundamentals of Accounting (3)

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

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

ACC 200 Financial Accounting (3)

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

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

ACC 201 Managerial Accounting (3)

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

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

ACC 310 Government and Non-Profit Accounting (3)

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

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

ACC 350 Finance (3)

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

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

AGRICULTURE (AGR)

AGR 103 Conservation Planning (4)

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

AGR 105 Introduction to Animal Science (4)

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

AGR 110 Monitoring/Assessments and Rangeland Management (4)

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

AGR 220 Equine Management (4)

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

ANTHROPOLOGY (ANT)

ANT 111 Introduction to Cultural Anthropology (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ANT 112 Physical Anthropology (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ANT 201 Ethnographic Methods (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ANT 210 Ancient Societies in Prehistoric Times (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

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

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

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

ANT 250 Principles of Archaeology (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ANT 265 Archaeology of the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ART EDUCATION (ARE)

ARE 228 Elementary Art Methods and Curriculum Development (3)

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

ARE 229 Secondary Art Methods and Curriculum Development (3)

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

ART HISTORY (ARH)

ARH 110 Art Appreciation (3)

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

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

ARH 211 Survey of Native American Art (3)

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

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

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

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

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

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

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

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

ARH 215 History of Graphic Design (3)

Prerequisites: DA 110, ENG 101, and 102.

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

ARH 313 Contemporary Issues in Art (3)

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

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

ARH 361 Twentieth-Century and Contemporary Native (3)

Prerequisite: ARH 214.

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

ARH 413 Contemporary American Indian Masters (3)

Prerequisites: All core art history courses, ARH 313.

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

ASTRONOMY (AST)

AST 100 Fundamentals of Astronomy (4)

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

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

BIOLOGY (BIO)

BIO 100 Biology Concepts (4)

Prerequisite: ENG 085.

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

BIO 156 Introduction Biology for Allied Health (4)

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

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

BIO 160 Introduction to Human Anatomy and Physiology (4)

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

BIO 165 Cancer Prevention and Control (3)

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

BIO 170/PUH 170 Medical Terminology (3)

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

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

BIO 181 General Biology I (4)

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

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

BIO 182 General Biology II (4)

Prerequisite: BIO 181 or instructor's permission.

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

BIO 184 Plant Biology (4)

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

BIO 201 Human Anatomy and Physiology I (4)

Prerequisite: BIO 181.

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

BIO 202 Human Anatomy and Physiology II (4)

Prerequisite: BIO 181, 201.

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

BIO 221 Invertebrate Biology I (4)

Prerequisite: BIO 181.

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

BIO 222 Invertebrate Biology II (4)

Prerequisite: BIO 181.

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

BIO 296 Scientific Research Seminar (1)

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

BIO 305 Writing in Biology (1)

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

BIO 320 Human Pathophysiology (3)

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

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

BIO 326 Ecology (4)

Prerequisite: BIO 181 and 182.

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

BIO 340 General Genetics (4)

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

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

BIO 344 Cellular and Molecular Biology (4)

Prerequisite: BIO 181, CHEM 152.

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

BIO 351 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 370 Vertebrate Zoology (4)

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

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

BIO 372 Revolutionary Thought in Biology (3)

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

BIO 408 Field Work Experience (1-12)

Pass/Fail; no repeat limit.

Supervised field experience in an appropriate agency or organization.

BIO 415 Plant Taxonomy (4)

Prerequisite: BIO 182.

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

BIO 425 Animal Physiology (4)

Prerequisite: BIO 344.

This course examines the function and integration of animal tissue organs, and organ systems in the maintenance of homeostasis. Lab experience in the study of animal tissues, organs and organ systems. Special emphasis on physiological responses and adaptations to environmental extremes, southwestern animal adaptations with application to human adaptations. Three hours of lecture and three hours of laboratory.

BIO 426 Plants and Climate (3)

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

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

BIO 435 Evolutionary Biology (3)

Prerequisite: BIO 182.

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

BIO 485 Undergraduate Research (1-6)

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

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

BIO 497 Independent Study (1-6)

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

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

BIO 498 Senior Seminar (1)

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

BIO 499 Contemporary Developments (1-3)

No repeat limit.

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

BIO 573 Field Ecology (4)

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

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

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

BUS 121 Records Management (3)

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

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

BUS 124 Office Procedures (3)

Prerequisite: BUS 111, ENG 072.

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

BUS 141 Introduction to Business (3)

Prerequisite: ENG 075.

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

BUS 142 Business Math (3)

Prerequisite: MTH 096, ENG 075.

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

BUS 143 Business English (3)

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

BUS 180 Computers in Business (3)

Prerequisite: Basic keyboarding skills.

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

BUS 204 Business Law (3)

Prerequisite: ENG 075.

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

BUS 211 Business Internship (3)

Prerequisite: Must have successfully completed 45+ credit hours.

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

BUS 214 Word Processing I (3)

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

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

BUS 216 Word Processing II (3)

Prerequisite: Minimum grade of 'C' in BUS 214.

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

BUS 218 Spreadsheets for Business (3)

Prerequisite: Minimum grade of 'C' in ENG 075, 085, MTH 096, BUS 216, 180.

In-depth coverage of Microsoft Excel including creating, editing, and formatting spreadsheets worksheets of varying complexity. Plan, research, create, revise and publish worksheets and workbooks to meet business needs. Student can expect to be proficient in using Excel to organize, analyze, and present information.

BUS 240 Personal Finance (3)

Prerequisite: BUS 142, ACC 100.

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

BUS 243 Business Communications (3)

Prerequisite: ENG 075, 085.

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

BUS 265 Statistical Analysis for Business (3)

Prerequisites: Minimum grade of 'C' in MTH 110.

Methods of statistical description. Applies probability theory and statistical inference in business. One-hour laboratory required.

BUS 270 Quantitative Methods in Business (3)

Prerequisites: MTH 110, BUS 265, ACC 201.

Business applications of quantitative optimization methods in operations management decisions. One-hour laboratory required.

BUS 340 Technical and Grant Writing (3)

Prerequisite: ACC 201, BUS 204.

This course will guide students in analyzing and improving their writing styles for printed texts, as well as adjusting their styles to online writing standards. With technical writing as a foundation, developing a grant proposal will be the primary focus in the course plus writing, editing, printing documents, and modifying them for posting online.

BUS 350 Business Professional Ethic (3)

Prerequisite: BUS 204, CIS 111, COM 121.

An examination of ethics in business and work. Among the topics to be addressed are: recognizing and analyzing ethical issues in business; promoting ethical behavior in corporation and institutions; the social responsibilities of business; the role of business in a free market economy; ethics in the global economy; the role of the professions in contemporary American society.

BUS 360 Business of Gaming Industry (3)

Prerequisite: ACC 201, BUS 204.

This course examines the role of the gaming industry in tribal economic development. Students will analyze the state and federal laws (compacts) governing the gaming, management of casinos and related enterprises, revenue stream and how the revenue are being used to promote economic development and the well-being of the population.

BUS 420 Public Relations (3)

Prerequisite: MKT 240, BUS 350.

This course covers strategic issues and effective practices of communication between organizations and their constituencies. The coursework includes the study of public opinion research, media relations, public communication campaigns, consumer identity, and representational ethics. Students gain practical experience in writing news releases, conducting surveys, and designing integrated campaigns.

BUS 460 Tribal and Federal Laws (3)

Prerequisite: MGT 320, BUS 204.

This course will examine the relationship between the Federal Government and Tribes deriving from Federal and state law. Students will also study the composition and jurisdiction of the different levels of courts having jurisdiction over the tribal territories and other tribal issues resulting from the legal relationship between the Federal Government and Tribes.

BUS 485 Policy Development & Analysis (3)

Prerequisites: MGT 350, BUS 460, 420.

This course examines public administration and policy, focusing on federal and tribal government policy. Topics include management and leadership, human resources, bureaucratic politics and policy, budgeting, planning, and administrative law.

CHEMISTRY (CHM)

CHM 130 Fundamental Chemistry (4)

Prerequisite: ENG 075, 085, and MTH 096.

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

CHM 151 General Chemistry I (5)

Prerequisite: High school chemistry plus MTH 110 or equivalent or instructor's permission.

The first semester of this two-semester sequence presents fundamental concepts of chemistry with an emphasis on theoretical and physical principles; atomic and molecular structure and theory; principles of chemical bonding, and their impact on the properties of gases, liquids, and solids. Laboratory experiments illustrate chemical principles, some of which are quantitative in nature, involving titrimetric and gravimetric methods. Instrumentation in this class includes use of the spectrophotometer. This course meets for four hours lecture and three hours laboratory per week.

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

CHM 152 General Chemistry II (4)

Prerequisite: CHM 151 or equivalent.

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

CHM 300 Fundamental Organic Chemistry (4)

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

In this course, students survey modern organic chemistry. Topics include structure, properties, and reactions of the various classes of organic chemicals, such as saturated and unsaturated hydrocarbons, alcohols, halides, carbonyls, and amines. Reaction mechanisms are introduced with examples such as simple synthesis and biochemical reactions. This course is designed for allied health and nursing majors. This class meets for three hours lecture and three hours of laboratory per week.

CHM 301 General Organic Chemistry I (5)

Prerequisite: CHM 152 or instructor's permission.

This is the first course in a two semester sequence that will study the structure, physical properties, synthesis, and typical reactions of the various series of aliphatic, alicyclic, and aromatic compounds, with attention to reaction mechanisms and applications to living systems. This course meets for four hours lecture and three hours laboratory per week.

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

CHM 302 General Organic Chemistry II (4)

Prerequisite: CHM 301.

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

CHM 360 Fundamental Biochemistry (3)

Prerequisite: BIO 181 and CHM 230 or 235.

Principles of biochemistry emphasizing biologically important compounds and their functions and metabolism in living cells.

COMMUNICATION (COM)

COM 121 Speech Communication (3)

Prerequisite: ENG 075, 101.

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

COMPUTER INFORMATION SYSTEM (CIS)

CIS 111 Introduction to Computers (3)

Prerequisite: Minimum grade of 'C' in ENG 075, 085, MTH 096.

This course introduces business information systems and the uses of business application software with an emphasis on database and spreadsheet packages. One-hour laboratory required.

CIS 155 Introduction to Programming (3)

Prerequisite: Minimum grade of 'C' in CIS 111.

Study of the fundamentals of programming, including algorithmic design, programming constructs object-oriented concepts, data structures, file processing, and testing. Uses the C#. Net platform. One-hour laboratory required.

CIS 210 Systems Analysis and Design (3)

Prerequisite: Minimum grade of 'C' in CIS 155.

Principles of information systems analysis and design using high-level development tools. Covers flow diagrams, PERT charts, and Gantt charts. Requires a case study (small-group) project. One-hour laboratory required.

COMPUTER SCIENCE (CSC)

CSC 110 Introduction to Computer Technology (3)

The student will learn the concepts of computers and computer systems starting with the evolution of computing from counting through artificial intelligence, the relevance and impact of computing. Topics include the history of computing, the impact of computers on society, basic hardware and software concepts, networking and communications, operating systems, privacy, ethics and security, the limits of computing, and algorithmic problem solving. Student will experiment with short bits of "computer code" to bring to life the power and limitations of computers.

CSC 140 Hardware Fundamentals (3)

Introduction to electronics as it applies to computers. Theory of computer hardware and how programs are implemented in that hardware. Practical skills of maintaining, upgrading, and Building computers. Three hours lecture and two hours laboratory per week.

CSC 150 Programming Fundamentals (3)

Co-requisite: MTH 100.

An introduction to computers programming in computer science. The course takes a balanced approach using object oriented programming style to teaching programming paradigms, principles, and the language mechanisms while focusing on language constructs and programming skills. Lectures and labs are designed to improve critical thinking skills, communications, and problem-solving capabilities. Topics include file management, branching iteration, data types, functions, and arrays. Since computer programming involves computational modes of thing, it will help to have mathematical skills and logical aptitude.

CSC 170 Web Programming Fundamentals (4)

Co-requisite: ENG 085.

Web fundamentals for CS majors. How to create structured documents and share them on a network. HTTP, HTML, XML, and CSS. Media on the web: images, sound, animation, and text encodings. Security and usability, integrating programs and data-bases with web documents. Three hours lecture and two hours

laboratory per week.

CSC 190 OS Fundamentals (3)

Co-requisite: CSC 150 or 170.

Fundamentals of operating systems—theory and system administration using Linux or other POSIX compliant OS. Three hours lecture and two hours laboratory per week.

CSC 200 Object-Oriented Programming (3)

Prerequisite: CSC 150.

This course assumes that students are familiar with the basics of procedural programming. Students should already be able to write, from scratch, simple programs that use variables, conditionals, loops, and arrays. The course will begin with a review of this material. Then students will be introduced to the basics of object-oriented programming. Key notions are classes, objects, properties, and methods. Emphasis is on building programs using the object-oriented paradigm. Three hours lecture and two hours laboratory per week.

CSC 240 Network Fundamentals (4)

Prerequisite: CSC 150 or 170.

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

CSC 295 Internship or Practicum (3)

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

The student will work with Computer Science Faculty to customize an internship or practicum that will tie together, and go beyond, what the student has learned in the rest of the courses. This course would normally be taken in the student's last semester. The student should have completed most of the required courses.

DIGITAL ARTS (DA)

DA 109 Introduction to the Mac (1)

Introduction to the Macintosh computer. Course covers basics of selected software, printing creating files, saving files and backing up on external drives. Project-based assignments help students learn technical skills on the Mac.

DA 110 Introduction to Graphic Arts (3)

Introduction to principles of good design, and processes of commercial art, including layout, typography, illustration. Topics include raster and vector graphics, file formats, color, resolution, and practice design projects. Two hours lecture and three hours laboratory per week.

DA 111 Page Design I (3)

An introduction to page layout. Students will learn the basic tools and techniques of the Adobe program, in Design. Students will also learn formatting, editing and linking text blocks, and importing text and graphics from other applications. In-class exercises emphasize the basic principles of typography and page layout and design. Students will complete finished page layout projects. Two hours lecture, three laboratory per week.

DA 112 Computer Illustration I (3)

Introductory course in digital illustration, using the program, Adobe Illustrator. Students will learn Design principles in commercial illustration. Also learn tools and techniques, such as geometric and free form drawing tools, transformation tools, path editing, paint and type tools, and printing output. Students will complete finished digital drawing projects. Two hours lecture, three laboratory per week.

DA 113 Photographic Image Editing I (3)

NOTE: Cross list with FA 181 Digital Photography and Image Editing.

An introduction to the creation and manipulation of Digital Images. Students are introduced to the concepts and techniques of digital cameras and Adobe Photoshop to create, edit and manipulate images. Two hours of lecture and three hour laboratory per week.

DA 115 Web Design I (3)

Prerequisite: DA 110, 111, 112, 113.

Introductory course in web design, using the program, Dreamweaver and HTML. Students will learn Web Design principles and setting up the workspace, using type and graphics, links, tables, and uploading. Two hours lecture and three hours laboratory per week.

DA 211 Page Design II (3)

Prerequisite: DA 111.

An intermediate course in page layout. Students will learn theory and continue using the tools and techniques of the Adobe program, in Design. In-class exercises emphasize the basic principles of typography and page layout. Two hour lecture and three hours laboratory per week.

DA 212 Computer Illustration II (3)

Prerequisite: DA 112.

Intermediate course in digital illustration, using the program, Adobe Illustrator. Students will learn Design principles in commercial illustration. Also continue working with tools and techniques, such as geometric and free form drawing tools, color controls, and gradients. Students will complete finished digital drawing projects and create a portfolio. Two hours lecture, three hours laboratory per week.

DA 213 Photographic Image Editing II (3)

Prerequisite: DA 113 or FA 181.

NOTE: Cross list with FA 281 Digital Photography and Image Editing.

A second semester of the study of Digital Photography and Image Editing. Students will focus on using intermediate functions of digital cameras, intermediate image composition, multiple images, intermediate portfolio development, and critical analysis. Basically students will explore more advanced features of image-making in camera, and image-editing using Photoshop. Artistic and commercial aspects of the medium are a focus of the course using the elements and principles of design. Two hours lecture, three hours laboratory per week.

DA 215 Web Design II (3)

Prerequisite: DA 115.

Intermediate course in web design, using the program, Dreamweaver and HTML. Students will continue exploring Web Design principles and techniques. Work on setting up the website, links, table, and uploading. Two hour lecture and three hours laboratory per week.

DA 216 Typography (3)

Prerequisites: DA 110, 111, 112 and 115.

Examination of advanced typographic design. Study of letterforms, history, layout design and digital technology. Design problems will be assigned to investigate fundamental aspects of typography (organization; proportion; composition; space; texture; rhythm and meaning). Two hours lecture and three hours laboratory per week.

DA 220 Digital Portfolio (2)

Prerequisite: Capstone course. Must have completed - or be concurrently enrolled in - all DA courses. Must be taken during the student's last semester. Students will create a final portfolio: physical and electronic, that shows exemplary skills in page layout, computer illustration, digital image editing, and web design. One-hour lecture and three laboratory hours per week.

DA 323 Graphic Design Studio III (3)

Prerequisites: DA 110, 111, 112 and 115.

Students are expected to develop personal working methods and interests through more general questions posed by the faculty. Longer-term projects will be intermixed with shorter assignments. Students will engage with and develop methods to take on the following topics: brand identity design and package graphics. Students should complete projects with a developed sense of self. Two hours lecture and three hours laboratory per week.

DA 423 Graphic Design Studio IV (3)

Prerequisites: ARH 215, DA, 211, 212, 215, 216, and 323.

Students are expected to develop personal working methods and interests through more general questions posed by the faculty. Longer-term projects will be intermixed with shorter assignments. Students will engage with and develop methods to take on the following topics: type/image motion and 3D design. Students should complete projects with a developed sense of self. Two hours lecture and three hours laboratory per week. Repeatable course for credit.

EARLY CHILDHOOD EDUCATION (ECE)

ECE 108 Field Experience: Birth-Preschool (4)

Prerequisite: ECE 111 and another ECE program core course.

This course is designed to assist candidates in applying content from ECE coursework to the daily experiences of teaching in a birth- preschool setting. Candidates are expected to apply theory, materials, and research discussed in the coursework, assess applicability, and critique best practices in teaching and learning for young children. The course can be applied toward CDA course work as identified in the "DC-NPC CDA articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 110 Field Experience: K-3rd grade (4)

Prerequisite: ECE 111 and another ECE program core course.

This course is designed to assist candidates in applying content from ECE coursework to the daily experience of teaching in a K-3 setting. Candidates are expected to apply theory, materials, and research discussed in the coursework, assess applicability, and critique best practices in teaching and learning children in grades K-3. The course can be applied toward specified CDA course work as identified in the "DC-NPC CDA articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 111 Introduction to Early Childhood Education (3)

Prerequisite: ENG 101 and/or one Navajo language course that meet the General Education requirement (or instructor permission for Endorsement Program enrollment).

This survey course covers major concepts across basic areas of study in early childhood education. It focuses on curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children from birth through eight years old. The course integrates curriculum across content areas, using home language, experiences, and cultural values. It is taught in Navajo. It can be applied toward all eight CDA Subject Areas. It also counts toward an Arizona ECE endorsement. The course can be applied toward specified CDA course work as identified in the "DC-NPC CDA articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 116 Language, Literacy, and Cognitive Development (3)

Prerequisite: ECE 111.

This course covers the development of language, literacy, and mental growth in children from birth through eight years old. It focuses on the use of instructional methodologies in language, math, science, and social studies during adult-child interactions, and facilitates dialogue among children so as to develop expressive language and thought. The course develops candidates' knowledge about literacy development, language assessment, and instruments for determining each child's language strengths. It is taught in Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 220 Creative Arts for Young Children (3)

Prerequisite: ECE 111.

This course focuses on the central role that the creative arts play as an overall design element for early childhood care programs. Candidates learn to use drawing, painting, sculpture, manipulative, drama, music, dance, and other modalities in planning learning activities for children. Through the arts, instructional strategies are explored that foster responsibility, autonomy, self-reliance, and positive social interactions. The course is taught in Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 225 Child Growth and Development (3)

Prerequisite: ECE 111.

This course covers theories and research about the physical and psychological development of young children. It also covers strategies for parents and teachers to encourage healthy development. The course is taught in English. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 235 K'é, Ádaa' Ákohwiindzin, Social Development, and Community (3)

Prerequisite: ECE 111 or instructor's permission.

This course examines the structure of healthy Navajo communities by focusing on clan and extended family systems. Structures are expanded and related to other institutional support systems that provide for the welfare of children and their families. Classroom management strategies are explored, as well as assessing, monitoring and reporting children's progress. The course is taught in Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 245 Wellness and Special Needs for Young Children (4)

Prerequisite: ECE 111.

This course focuses on the health, nutrition, and safety of young children. Candidates learn about basic safety and illness prevention. The course also covers inclusion of children with special needs. It requires application of the material in field experiences at a childcare center. It is taught in English and Navajo. It can be applied toward specified CDA coursework as identified in the "DC-NPC CDA Articulation for AA in Early Childhood Development Courses" matrix. See course articulation matrix for DC-NPC CDA transferability. Course also counts toward an Arizona ECE endorsement.

ECE 299 Early Childhood Teacher Licensure Subject Area Test preparation (3)

This course prepares pre-service teachers and non-certified teachers for the content area of the Early Child Education state licensure exam. Topics include subareas in: Child Development and Learning, Communication, Language and Literacy Development and Learning in the Content Area for preparation of ECE endorsement and/or teacher licensure.

ECONOMICS (ECO)

ECO 111 Introduction to Economics (3)

Prerequisite: ENG 101.

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

ECO 200 Principles of Macroeconomics (3)

Prerequisite: MTH 100; ENG 101, or concurrent enrollment.

This course is an introduction to macro-analysis of the capitalist system. Topics include national income accounting, aggregate demand and supply, inflation, unemployment, and monetary and fiscal policies. Topics relate to the productive capacity of the Navajo economy, international economics, and current economic issues. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

ECO 201 Principles of Microeconomics (3)

Prerequisite: MTH 100, ENG 101 or concurrent enrollment.

This course is an introduction to micro-analysis of the capitalist system. Topics include utility theory and consumer choice, the theory of the firm, costs and producer choice, supply, demand and price determination, perfect and imperfect markets, business regulations, markets for resources, and the determination of wage rates. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

ECO 460 Tribal Economic Issues and Development Strategies (3)

Prerequisite: MGT 420, BUS 460.

This is a basic economic development course. It treats the economic development of less developed countries. Topics include theories of economic development: Marxist theory, Classical theory, Rostow's takeoff theory, savings, investment and capital accumulation, population growth and food supply, and the importance of available resources in the economic development of the Navajo Nation.

EDUCATION (EDU)

EDU 200 Foundations of Education (3)

Prerequisite: ENG 101, NAV 101 or 211.

The course examines the philosophical, sociocultural, historical, and legal foundations of education. Students explore methods and materials, bilingual and bicultural programming, and teaching careers, with particular emphasis on Navajo Nation education.

EDU 238 Children and Youth Literature (4)

Prerequisite: ENG 101, NAV 101 or 211.

This course provides an overview of prose and poetry for K-12 learning environments with special attention to Navajo Nation and Indigenous cultures. Emphasis is placed on understanding the purpose and content of literary works to encourage literacy, life-long love of reading, critical thinking, and creativity. Ways to promote the development and assessment of reading skills are examined.

EDU 240 Introduction to Special Education (3)

Prerequisite: ENG 101, NAV 101 or 211.

This course includes an overview of the history, current trends, and future directions of special education. The course covers fed-

eral legislation and policies, learning about disabling conditions, classroom integration/inclusion, and social issues.

EDU 261 Technology in Education (3)

Prerequisite: ENG 101, NAV 101 or 211.

This course offers opportunities to increase computer application skills and understand how technology can be used to enhance learning in K-12 classrooms. Students will use technology to organize instruction, facilitate group and individual instruction, and assess student learning. Projects require the use of Microsoft Office and educational software as well as digital and video cameras.

EDU 297 Practicum in Education (1)

Prerequisite: ENG 101, NAV 101 or 211, any two EDU courses, Navajo Nation Tribal background check, and State of Arizona Fingerprint Clearance Card or BS in Secondary Math and Science program.

Through Nitsáhákees, Nahat'á, liná, Siihasin, this course is designed to provide an opportunity for practical application of education courses in a K-12 setting. The course includes 24 hours of field experience as well as classroom experience conducted as a seminar. The seminar focuses on instructional approaches, learning styles, and broader issues associated with teaching and learning.

EDU 345 Understanding Human Development in Schools (3)

Prerequisite: Acceptance in the BA Elementary Education Program.

This foundations course introduces pre-service teachers to educational theories to help them understand how children attempt to "make sense" of information and events that shape learning and development in their lives at school as well as outside the school environment. Navajo and Non-Navajo perspectives of how children learn and develop are studied with a focus on students from non-English-language backgrounds.

EDU 352 Methods for Teaching Diné Educational Philosophy in B-12 Schools (3)

Prerequisite: Acceptance into the BA Elementary Education Program and BS in Secondary Math or Science.

This course examines Diné Educational Philosophy and how it can be applied inside and outside of schools. Teacher candidates explore Navajo perspectives on learning, teaching, classroom management, parental and community involvement, and K'é. Instruction is in Navajo and English.

EDU 353 Diversity in Navajo and American Indian Education (3)

Prerequisite: Acceptance in the BA Elementary Education program and BS in Secondary Math or Science.

This course surveys theories on Native student learning and empowerment with implications for Navajo and American Indian educational program development. It examines factors that affect relations among student learning, schools, other social institutions, communities, language, culture, and power; teaching and assessment strategies for addressing differences among students; and strategies for maintaining effective home-school and community-school relations.

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

Prerequisite: Acceptance in the Center for Diné Teacher Education B.A. Elementary Education Program.

In this course, pre-service teachers are introduced to ways of understanding home and school language and literacy as a part of self-expression. Literacy across the disciplines and in Language Arts K-8 classrooms will be studied. The focus is on how the emergent literacy and language acquisition of non-English-language-background students can be observed and supported by elementary teachers in Navajo Nation schools. Topics covered include language and literacy learning, developing and organizing instruction, self-understanding and self-expression, feedback,

and assessment of learning.

EDU 358 Field Experience I (2)

Prerequisite: Acceptance into the BA Elementary Education program.

This 6-week field experience provides the pre-service teacher with opportunities to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and CDTE supervisor provide guidance during this learning experience. The pre-service teacher will engage in daily classroom activities and teach and assess lessons with individuals and small groups.

EDU 360 Special Education in Indigenous Classrooms (3)

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 345- 358.

This course expands the knowledge and practical applications of skills and strategies needed to meet the diverse needs of learners from non-English-language backgrounds in general education classrooms, particularly on the Navajo Nation. Emphasis is on federal legislation and policies; identifying, assessing, and implementing classroom learning for children with diverse needs; principles of classroom organization and management; and effective teaching strategies and methods. Course content includes lectures, readings, discussions, and projects focusing on pre-service teachers' knowledge and skills to meet the diverse needs of learners in a general education classroom and to develop strategies in differentiated instruction.

EDU 361 Methods for Language Diverse Students I (3)

Prerequisite: Acceptance in the BA Elementary Education Program (Successful completion of courses EDU 345 and 358) or BS Secondary Math or Science.

This course introduces pre-service teachers to instructional strategies which enhance language learning for B-12 non-native speakers. B-12 Navajo-as-a-second-language (NSL) learners will be studied in depth along with the experiences of other groups learning a second language. In addition, pre-service teachers will explore factors that have excluded the Navajo language from B-12 schools and ones that now make access possible. The pre-service teacher will develop an understanding of the general characteristics of B-12 second-language learners, and learn how to evaluate oral and written language proficiencies. They will demonstrate proficiency in preparing and teaching lessons that utilize methods and materials for learning oral and written second language.

EDU 362 Integrated Teaching Methods for Bilingual/ESL Classrooms I (3)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of EDU 345-358) or BS Secondary Math or Science.

This course introduces integrated methods, strategies, and materials for teaching science, math, and social studies in B-12 classrooms. Candidate teachers will apply appropriate state, tribal, and common core standards to design inquiry-based lessons with cooperative learning strategies. They will apply science, math, and social studies concepts to explore issues in local communities.

EDU 374 Bilingual/ESL Reading Methods, Management and Assessment (3)

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 345- 358.

The pre-service teacher will study the teaching of reading instruction for limited-English-proficient students in K-8 schools, particularly on the Navajo Nation. They will examine the reading process, comprehending a variety of texts and instructional strategies, and assessing student learning. They will gain a greater understanding of children's literature and how it can be utilized in the classroom. Pre-service teachers will plan, select, and collect materials, develop appropriate goal-setting, and assess students' reading skills.

EDU 378 Field Experience II (2)

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 345 – 358.

This 6-week field experience provides the pre-service teacher an opportunity to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and CDTE supervisor provide guidance during this learning experience. The pre-service teacher will engage in daily classroom activities and teach and assess lessons with whole groups.

EDU 397 Teacher Licensure Subject Area Test Preparation (3)

This course prepares pre-service teachers and non-certificated teachers for the content area portions of the state licensure exam. Topics include test taking skills, mathematics, science, arts, health, fitness, reading and English language arts, and social studies. Students will take the required content area state licensure tests.

EDU 474 Bilingual/ESL Writing Methods, Management and Assessment (3)

Prerequisite: Acceptance into the BA Elementary Education Program and successful completion of EDU courses EDU 345 – 378.

In this course, pre-service teachers will develop their own personal philosophy about teaching writing, participate in activities that develop their own writing and practice, record and acquire a variety of techniques and methods for teaching and assessing limited-English-proficient K-8 students in Navajo Nation schools. They will gain facility with the writing process, six-trait writing instruction and assessment, writing portfolios, a variety of assessment methods, and a variety of options for publishing student writing. Pre-service teachers will experience the importance of integrating writing across the content areas as a tool for learning and as a subject of study.

EDU 475 Methods for Language Diverse Students II (3)

Prerequisite: Acceptance into the BA Elementary Education Program or BS Secondary Math or Science.

This course prepares pre-service teachers to understand language acquisition and language learning in a B-12 setting. Pre-service teachers will gain knowledge of debates and processes of inquiry central to the elementary secondary disciplines (i.e., advantages and limitations of teaching Navajo via situational, immersion, and/or second-language teaching approaches). Ways of teaching B-12 subjects in the target language will be explored. Pre-service teachers will develop lesson plans that have clearly defined instructional objectives and employ a variety of instructional approaches, strategies, techniques, and assessment options.

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

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of all EDU courses 345–378) or BS in Math or Science.

This course introduces theories related to teaching children who are learning a second language. The purpose is to prepare teachers to work with children who experience the languages of Navajo and English and must gain competency in both to be a part of their community and to have options in schooling and when selecting a career. This course examines immersion topics of instructional SEI/ESL methods and strategies, assessment, feedback, and the contexts in which languages are learned and used. This course follows the curricular framework for Sheltered English Immersion instruction in accordance with the Arizona State Department of Education.

EDU 477 Integrated Elementary Teaching Methods for Bilingual/ESL Classrooms II (3)

Prerequisite: Acceptance into the BA Elementary

Education Program and successful completion of EDU courses 345–378.

This course introduces an in-depth study of the historical, legal, theoretical and sociological foundations of bilingual and ESL programs serving language minority students. It also integrates methods, strategies, and materials for teaching science, math, and social studies in K-8 bilingual/ESL classrooms, while also integrating the Diné Holistic teachings bases on the Sa'ah Naagháí Bik'eh Hózhóón principles; to help pre-service teachers understand how students in K-8 think about ethno-science, ethno-mathematics, and ethno- social studies. This course will be taught using Navajo and Western perspectives by focusing on indigenous and western problem- solving skills and critical bilingual/ESL pedagogy. Students will conduct one full-scale APA Research Paper by defending their topic for final exam. Furthermore, candidates will apply appropriate state, tribal, and common core standards to design inquiry-based, problem/solutions-based, project-based, and/or paced-based lessons with cooperative learning strategies. Students will become familiar with current research in bilingual and ESL instructions and understand how theory can be structured in classroom practice to develop the bilingualism and bi-literacy of all students. This course will be taught using 25% Diné bizaad and 75% English.

EDU 478 Field Experience III (2)

Prerequisite: Acceptance into the BA Elementary Education Program and successful completion of EDU courses 345 – 378.

This 6-week field experience provides the pre-service teacher opportunities to apply course content in a K-8 classroom and actively reflect on the teaching profession. A mentor teacher and CDTE supervisor provide guidance during this learning experience. The pre- service teacher will engage in daily classroom activities and teach and assess a thematic unit with whole groups.

EDU 487 Indigenous Culture-Based Education: International Seminar (3)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of all EDU courses 345–378) or BS in Math or Science.

This seminar will provide an opportunity for students from multiple sites to engage in the comparative study of issues associated with the education of Indigenous peoples and communities on an international scale with an emphasis on the role of language and culture through a review of educational practices and theories that have emerged from a variety of sources. Is offered every other year in tandem with EDU 488 Indigenous Culture-based Education: International Seminar.

EDU 488 Indigenous Well-Being through Education: International Seminar (3)

Cultural perspectives on human development and well-being of indigenous peoples. Designed to promote, nurture, explore and understand the influence of culture on the indigenous person. Of a special interest to educators in schools serving indigenous students regarding cultural understandings and change in a historical and contemporary context. Is offered every other year in tandem with EDU 487 Indigenous Culture-based Education: International Seminar.

EDU 496 School Law (2)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of all BAEE courses 345–378) or BS in Math or Science.

This course explores legal actions and theories applied in Navajo Nation schools. The Navajo language, culture, and philosophy are integrated and addressed through the course. Pre-service teachers will gain a greater understanding of how to protect the legal rights of students, teachers, and the schools on the Navajo Nation by examining the legal system. There will be discussions of

practical guidelines to prevent litigation.

EDU 498 Student Teaching (8)

Prerequisite: Acceptance into the BA Elementary Education Program (successful completion of courses EDU 496 and 498) or BS Secondary Math or Science.

This course covers the final semester of the senior year. Pre-service teachers are placed in a B-12 school. They will be expected to show understanding and application of pupil management, planning and delivery of instruction, and assessment.

EDU 499 Diné Education Seminar (2)

Prerequisite: Acceptance into the BA Elementary Education program (successful completion of courses EDU 496 and EDU 498) or BS Secondary Math or Science.

This is a capstone course in which pre-service teachers reflect upon their experiences in student teaching and review their commitment to a career in Elementary Education. During this semester, the pre-service teachers, as cohort members, will share their experiences in schools—lessons learned, current dilemmas, and joys experienced. Pre-service teachers will create, complete, and present a professional portfolio. They will also conclude preparation for the AEPA Professional and Subject Matter standards exams and show completion of or a scheduled date for taking the exam.

ENGINEERING (EGR)

EGR 111 Introduction to Engineering (3)

Prerequisite: MTH 100 or equivalent.

Introduces the engineering design process and models, problem solving and communications skills, working in a team environment, opportunities to learn about different engineering fields, careers, ethics and professional responsibility. Participation in hands-on projects using various engineering tools and software with particular attention given to MATLAB programming language.

ENGLISH (ENG)

ENG 072 Foundations of Reading (3)

Prerequisite: Placement test.

This course develops a variety of pre-college reading skills and strategies. The reading selections reflect level-appropriate texts and include topics related to Diné life and culture. (IP grade applicable).

ENG 075 Advanced Reading (3)

Prerequisite: ENG 072 or placement test.

Through the development of higher-order cognitive skills, this course stresses the importance of textual comprehension and critical reading. An emphasis placed on Native American reading materials. (IP grade applicable.)

ENG 082 Communication Workshop I (3)

Prerequisite: ENG 075 or placement test.

This course develops the students' writing abilities (specifically, the writing of paragraphs), with additional effort focused on grammar, vocabulary building, and mechanical skills. Narrative and descriptive writing are emphasized. (IP grade applicable).

ENG 085 Communication Workshop II (3)

Prerequisite: Placement test.

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

ENG 101 Freshman English I (3)

Prerequisite: ENG 075, 085 or placement test scores of NRR.

Emphasizes critical reading and writing to develop necessary college level communication skills. One guided research paper is required.

ENG 102 Freshman English II (3)

Prerequisite: ENG 101 with a grade of 'C' or greater.

Emphasizes development of critical, analytical, and argumentative skills through reading, writing, and discussion. Continues research writing and requires one research paper.

ENG 131 Reading and Writing for Special Purposes (3)

Prerequisite: ENG 075 and 085.

This course introduces students to techniques of reading and analyzing materials. Addresses topics of current public interest.

ENG 180 Technical Writing (3)

Prerequisite: ENG 101.

Instruction in writing and analysis of proposals, technical descriptions and articles, manuals and reports, and business letters.

ENG 181 Technical Writing for Specific Purposes (3)

Prerequisite: ENG 075, 085 or placement scores of NRR and test into ENG 101.

This course will serve as a footing for academic and professional writing and research skills, and emphasizes a professional context. Areas covered include visual and multimedia communication skills to include assignment such as memorandums, lab reports, annual reports, etc. A guided research paper that weaves in a citation style is required.

ENG 182 Advanced Technical Writing (3)

Prerequisite: ENG 101 or 181 with a grade of 'C' or grader.

Course builds on writing and research skills or ENG 101 or 181. Writing and research skills required for strong communication through composition in academic and professional settings will be provided. A special emphasis is on theory and design pertaining to workplace communications. Assignments could include design principles, graphics, collaborative writing, research processes, and incorporation of sources. This course will also clarify workplace items such a definitions and proposal. One research paper is required.

ENG 208 Introduction to Creative Writing (3)

Prerequisite: ENG 101.

This course introduces the student to the three creative writing genres: poetry, fiction and creative nonfiction. The student will be introduced to the elements of craft, workshop vocabulary, and strategies for revising.

ENG 212 Creative Writing: Poetry (3)

Prerequisite: ENG 101 or concurrent enrollment.

An introduction to techniques of writing poetry. Introduces forms, elements of poetry, and the creative writing process.

ENG 213 Creative Writing: Short Fiction (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is an introduction to the writing of short fiction. Emphasizes the elements of short fiction.

ENG 231 Introduction to Literature (3)

Prerequisite: ENG 102 or 101 and instructor's permission.

Study of poetry, short stories, drama, essays, and novels from a variety of perspectives. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 233 Introduction to Native American Literature (3)

Prerequisite: ENG 102 or 101 and instructor's permission.

A survey of American Indian literature with emphasis on contemporary writers and oral tradition. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 234 Literature of the Southwest (3)

Prerequisite: ENG 102 or 101 and instructor's permission.

A survey of selected works by Southwest authors in a variety of genres to promote appreciation and understanding of this multicultural region. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 236 Introduction to Diné Literature (3)

Prerequisite: ENG 102 or concurrent enrollment.

A survey of Navajo literature with an emphasis on Navajo writers and oral tradition. Students will have the opportunity to study genres such as poetry, drama, personal narrative, and storytelling. The course will include historical to contemporary texts. General education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG) are met.

ENG 238 Introduction Indigenous Literature (3)

Prerequisite: ENG 102 or with a grade of 'C' or higher or concurrent enrollment.

A survey of literature written by global indigenous writers and critics. Study of genres such as poetry, drama, personal narrative, and storytelling. Course could include historical to contemporary texts. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 241 Journalism and Mass Media (3)

Prerequisite: ENG 101.

This course is designed to help students survey the fields of communications and mass media and to acquire the skills needed to recognize, develop, and write news stories. Print media, visual media, digital media, advertising, production and media ethics are included in this course.

ENG 297 Journalism Practicum (3)

Prerequisite: ENG 101, either concurrent enrollment in ENG 241 or completion ENG 241 with grade of C or better.

Hands-on experience producing a college magazine. Emphasis on planning, editorial writing and editing, news judgment, page design, computer pagination, photo usage, headline writing.

ENVIRONMENTAL SCIENCE AND TECHNOLOGY (ENV)**ENV 101 Introduction to Environmental Science (4)**

Prerequisite: ENG 075, 085, MTH 096.

This course presents basic ecological principles and current understanding of environmental problems. Topics include sustainability, environmental chemistry, population, community and ecosystem dynamics, evolution, and environmental health concerns related to food, water, air, waste management, economics, energy use and climate change. Special emphasis is on local environmental issues, making good personal choices, and traditional ecological knowledge. This course meets for three hours lecture and three hours laboratory per week.

ENV 103 Introduction Cartography/GPS/GIS (1)

Prerequisite: ENG 085, or instructor's approval.

This course is a basic introduction to cartography, the Global Positioning System (GPS) using hand-held GPS receivers and the Geographical Positioning System (GIS) using ArcView.

ENV 105 Climate Change for Tribal Peoples (4)

Students are introduced to scientific evidence of global climate change especially relating to Native American tribes, including ecological changes on tribal lands. They explore conditions causing climate change and the influence of human behaviors. They also investigate actions that can be taken locally to mitigate the impacts of climate change. This course meets for three hours lecture and three hours laboratory study per week, which includes field studies and possible weekend field trips. Emphasizes reading, note taking, summarizing, and reporting.

ENV 110 Introduction to Soils/Lab (4)

Prerequisite: ENV 101.

This course introduces students to the physical, chemical and biological properties of soils, the origin, classification, and distribution of soils and their influence on people and food production, and the conservation and environmental impact of soil use.

ENV 123 Introduction to Physical Hydrology (3)

Prerequisite: ENG 085.

This course is a qualitative introduction to the dynamics of surface and groundwater from an intuitive perspective, laying the foundation for understanding the physical mechanisms by which water is transported throughout a hydrologic system. Connectivity with the non-aquatic physical environment is also explored.

ENV 160 Introduction to Geographic Information System (3)

Prerequisite: MTH 100.

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

ENV 216 Irrigation and Drainage (3)

Prerequisite: ENV 123.

This course looks at design, evaluation and management of irrigation and drainage systems. It addresses concepts and processes such as soil-water-plant relationships, evapotranspiration and infiltration, water requirements, effective water use, system scheduling and planning.

ENV 218 Water Resources Technology (4)

Prerequisite: GLG 101 and MTH 110 or above.

In this course, students are introduced to the concepts of hydrology, water law, water resources management, and planning with special focus on the Navajo Nation.

ENV 225 Principles of Agroecology (4)

Prerequisite: ENV 101 or BIO 182.

This course introduces ecology in the analysis of agriculture and sustainable systems, with an emphasis on the fundamentals of agriculture: soils, plants, water, and the geographical and cultural context of farming systems. Topics include traditional farming, farm development and design, and sustainable farming practices.

ENV 230 Environmental Sampling and Monitoring (4)

Prerequisite: BIO 181 or 182.

Covers the principles of geology, ecology, and introduces methods and techniques in environmental sampling and monitoring for water, air, and solids. This course meets for three hours lecture and three hours laboratory.

ENV 295 Geographic Information System with Lab (4)

Prerequisite and Co-requisite: ENV 160.

This course balances lectures on the basic principles of Geographic Information System (GIS) with applied instruction on managing, processing and interpreting spatial data. The laboratory course uses hands-on experience to provide students with basic mapping and spatial analysis skills using ArcGIS software. It should be particularly useful for student interested in conducting environmental, demographic, suitability, transportation and construction-related research. Students are strongly encouraged to share experiences, knowledge and suggestions with the instructors and each other.

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.

EDUCATIONAL PROFESSIONAL DEVELOPMENT (EPD)

EPD 250 Numbers and Operations in Grades K-8 (6)

Prerequisite: Must hold a current elementary teaching certificate.

This course focuses on number sense and operations in grades K-8. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional assessment strategies. Frames all aspects of number sense and operations within context of place-based acquisition and application of math concepts.

EPD 251 Geometry and Measurement in Grades K-8 (3)

Prerequisite: Must also hold a current elementary teaching certificate.

This course focuses on geometry and measurement in grades K-8. Covers geometric properties, transformation of shapes, and coordinate geometry and measurement. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. And, frames all aspects of geometry and measurement within the context of place-based acquisition and application of math concepts.

EPD 252 Patterns, Algebra, and Functions in Grades K-8 (6)

Prerequisite: Must also hold a current elementary teaching certificate.

This course focuses on patterns, algebra, and functions in grades K-8. Covers algebraic notation, properties, relations and functions, and quotations and inequalities. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames patterns, algebra, and functions within context of place-based acquisition and application of math concepts.

EPD 253 Data Analysis, Probability, and Discrete Mathematics in Grades K-8 (3)

Prerequisite: Must also hold a current elementary teaching certificate.

This course focuses on data analysis, probability and discrete mathematics concepts in grades K-8. Covers statistics, sampling, systemic listing and counting, and vertex edge graphs. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames data analysis, probability, and discrete mathematics within context of place-based acquisition and application of math concepts.

EPD 254 Mathematics Classroom Assessment in Grades K-8 (3)

Prerequisite: Must also hold a current elementary teaching certificate.

This course focuses on mathematics classroom assessment in grades K-8. Covers traditional assessments, performance-based assessments, and using assessment results. Stresses learning environments, teaching resources, and use of technology. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of instructional and assessment strategies. Frames mathematics assessment within context of place-based acquisition and application of math concepts.

EPD 255 Pedagogy and Instructional Leadership in Mathematics in Grades K-8 (3)

Prerequisite: Must also hold a current elementary teaching certificate.

This course focuses on teaching pedagogy and instructional leadership in mathematics in grades K-8. Covers teaching strategies, curriculum development, supervision and evaluation of teaching, and design and implementation of mathematics improvement programs. Stresses research-based approaches. Emphasizes Common Core math competencies for the elementary and middle grades. Includes practical applications of program development strategies. Frames teaching and instructional leadership within context of place-based acquisition and application of math concepts.

FINE ARTS (FA)

FA 106 Color Theory (3)

An introduction to basic and advance color theory. The principles of color: design, color wheels, contrast, harmony, impressions, composition and vocabulary will be introduced. Creative solutions using Nitsáhákees, Nahat'á, Íiná, Siihasin to visual problems will be emphasized. Two hours lecture and three hours laboratory per week.

FA 107 3D Design (3)

An introduction to the basic elements: form, serial planes, wall structures, prisms, cylinders, polyhedral structures, triangular planes, linear frameworks and vocabulary of three-dimensional design. Creative solutions using Nitsáhákees, Nahat'á, Íiná, Siihasin to visual problems will be emphasized. Two hours lecture and three hours laboratory per week.

FA 112 2D Design (3)

This course involves creative, imaginative, and perceptual problem-solving using design, color theory, and critical evaluation. It covers two- and three-dimensional design projects for intuitive thinking and problem-solving. Two hours lecture and three hours laboratory per week.

FA 115 Drawing I (3)

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

FA 120 Ceramics I (3)

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

FA 121 Photography I (3)

This introductory course in photography as an art medium includes operating a camera, developing black-and-white film, and enlarging negatives to make prints. Includes analysis of aesthetics and the historical background of photography during student critiques. Two hours lecture and three hours laboratory per week.

FA 131 Sculpture I (3)

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

FA 178 Introduction to Digital Photography (3)

Prerequisite: Computer Literacy.

An introduction to the Digital Camera. Students will learn the technical aspects of the digital camera, including using menus and understanding exposure basics using F-stops, shutter speeds and ISO. Includes an introduction to photographic seeing and the aesthetics of Photography, using the elements and principals of art. Students will download images and build an online portfolio.

FA 181 Digital Photography and Image Editing I (3)

Prerequisite: Reading proficiency; Computer literacy or instructor's permission.

An introductory course in the creation and manipulation of digital images. Students are introduced to the concepts and techniques of digital cameras and Adobe Photoshop to create, edit, and manipulate images. Focus on artistic aspects of the medium using the elements and principles of design. Two hours lecture and three hours laboratory per week.

FA 182 Innovative iPhone Photography (3)

This course focuses on using the technical and creative abilities of the iPhone camera. Students will learn to use the exposure editing menus to improve photography skills. Students will also learn creative processes such as compositing using downloaded apps such as Leonardo, Snapseed, Stackable, Mextures. Two hours lecture, and three hours laboratory.

FA 190 Painting I (3)

Prerequisite: FA 106.

This course offers an introduction to practical applications of painting, emphasizing the personal exploration of ideas; also covers concepts such as functional color theory and atmospheric perspective. Two hours lecture and three hours laboratory per week.

FA 215 Drawing II (3)

Prerequisite: FA 115.

A second semester course on drawing as an art medium. Thematic drawing will be emphasized. Two hours lecture and three hours laboratory per week.

FA 221 Photography II (3)

Prerequisite: FA 121 or instructor's permission.

A second-semester course on photography as an art medium. Refines camera and darkroom techniques. Includes critique of photographs, the historical background of photography, photographic vision, and the aesthetics of photography to help students develop individual styles. Two hours lecture and three hours laboratory per week.

FA 227 Art for Teachers (3)

This course is an introduction to methods and theories of art education for early childhood and elementary school, including art appreciation and art history. Two hours lecture and three hours laboratory per week.

FA 281 Digital Photography and Image Editing II (3)

Prerequisite: FA 181.

A second semester in the study of Digital Photography and Image Editing. Students will focus on using intermediate digital cameras with manual functions, and gain intermediate skills in digital darkroom and digital output, explore quality of light, image composition, multiple images, portfolio development, and critical analysis. Basically students will explore more advanced features of image-making in camera, and image-editing using Photoshop. Students will explore the history of photography and study famous photographers, their works, and their styles. Artistic aspects of the medium are a focus of the course using the elements and principles of design. Two hours lecture and three laboratories per week.

FA 290 Painting II (3)

Prerequisite: FA 190 or equivalent.

This second-semester course in painting as an art medium offers further application of painting concepts and physical processes. Students are encouraged to show independent initiative in developing expertise in painting. Two hours lecture and three hours laboratory per week.

FA 315 Drawing III (3)

Prerequisites: FA 115, 215 and 315.

A continuing emphasis on thematic drawing and developing a personal style using drawing media. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná and Siihasin as a process for learning. Two hours lecture, three hours of laboratory per week.

FA 381 Photography III (3)

Prerequisite: FA 281.

This course focuses on increasing students' technical, formal and critical skills in photography. Further examination of the artistic process and development of professional portfolios. Experimental techniques are emphasized. Two hours lecture, three hours of laboratory per week.

FA 390 Painting III (3)

Prerequisite: FA 290.

This course focuses on increasing students' technical, formal and critical skills in painting. Student will further examination of the artistic process and development of professional paint application. Experimental techniques are emphasized. Two hours lecture, three hours of laboratory per week.

FA 445 Life Drawing (3)

Prerequisite: FA 115 and 215.

An introduction to the development of skills in drawing the basic forms and gestures of the human figure. Human anatomy will be emphasized. Two hours lecture and three hours laboratory per week. Course may be repeated for a maximum of six unit(s) or two completion(s).

FA 481 Photography IV (3)

Prerequisite: FA 381.

This course focuses on specialized projects for the student majoring in photography. Current trends, philosophies and experimentation in photography are part of this class. Development of professional portfolios, physical and electronic. Preparation to enter graduate school or the professional world. Requirements include preparation for exhibition. Two hours lecture, three hours of laboratory per week.

FA 490 Painting IV (3)

Prerequisite: FA 390.

This course focuses on specialized projects for the student majoring in painting. Current trends, philosophies and experimentation in painting are part of this class. Development of professional portfolios, physical and electronic. Preparation to enter graduate school or the professional world. Requirements include preparation for exhibition. This class may be repeated for credit, up to six hours.

FA 491 Capstone (3)

Prerequisite: All core foundation studio arts courses.

A seminar course. This course provides a culminating experiential experience involving a substantive project that demonstrate a 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, liná and Siihasin as a process for learning. Two hours lecture, three hours of laboratory per week.

FA 494 Senior Project I (4)

Prerequisite: All core foundation studio arts courses.

A practicum studio art course. Under faculty supervision, student will show a personal voice, significant growth and artistic direction. Students must be motivated, focused and determined to create a visual and conceptual statement. Student will develop a written thesis. Practical application of experiential learning. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná, Siihasin as a process for learning. Three hours lecture, three hours of

laboratory per week.

FA 495 Senior Project II (4)

Prerequisite: All core foundation studio arts courses, FA 495.

A practicum studio art course. This course is a continuation of FA 494, Senior Project I. This course is intended to allow Bachelor of Fine Arts senior students to complete their written thesis from FA 494. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná and Siihasin as a process for learning. Three hours lecture, three hours of laboratory per week.

FA 497 Gallery Exhibition (4)

Prerequisite: All core foundation studio arts courses, FA 495, 496.

A practicum studio art course. Student will work under faculty supervision, plan and participated in a required final senior gallery exhibition. Practical application of experiential learning. A work record is maintained as the core documentation for this course. This course uses the Diné epistemology Nitsáhákees, Nahat'á, liná and Siihasin as a process for learning. Three hours lecture, three hours of laboratory per week.

GEOLOGY (GLG)

GLG 101 Indigenous Physical Geology (4)

Prerequisite: ENG 075, 085, and MTH 096.

High-school chemistry or physics is recommended.

Provides basic principles of geology and applications of chemistry and physics to geological problems with an emphasis on the geology of the Navajo Nation and topics of significance to Navajo people. Topics include rocks, minerals, regional landforms and structures, and earth processes, earth systems, and geologic time. This course meets for three hours lecture and three hours lab. Students will participate in field studies and possible weekend field trips.

GLG 102 Historical Geology (4)

Prerequisite: GLG 101.

Applies geologic principles to the interpretation of earth history and the evolution of life. This course meets for three hours lecture and three hours lab. Students will participate in field studies and possible weekend field trips.

GLG 203 Environmental Geology (4)

Prerequisite: GLG 101, CHM 151, and MTH 110 or above.

This course provides a quantitative study of environmental problems involving solid-earth systems and human interactions. Case studies concerning the Navajo Nation and the arid Southwest are given special emphasis. This course meets for three hours lecture and one three-hour lab per week. Some weekend field trips may be required.

GLG 229 Field and Laboratory Geology for Teachers (3)

Prerequisite: One college-level science course.

This modular (project-oriented) course in the principles of geology and methods of geology education is for practicing K-12 teachers. Provides hands-on field and lab experience to foster creative and technical skills that teachers require to develop student-centered lessons. Examples and activities are drawn from the Navajo land and environment, the Diné Education Philosophy, and the National Science Education Standards. Graduate-level credit may be arranged through a cooperating university. Some weekend fieldtrips may be required.

HEALTH EDUCATION (HEE)

HEE 110 Introduction to Wellness (3)

An introductory class in wellness that covers health, cultural diversity, relationships, sexuality, stress management, substance use and abuse, nutrition, mental health, lifestyles, aging and death, alcoholism, communicable and chronic diseases, environmental health, and health care systems.

HEE 111 Personal and Community Health (3)

Explores how to achieve, maintain, and promote wellness. Also covers prevention and control of diseases, nutrition, consumer health, and ecology.

HEE 112 First Aid/CPR (3)

Techniques in basic first aid and CPR. Students receive certification upon successful completion of the course.

HISTORY (HST)

HST 101 World Civilization I (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is a historical survey of Middle Eastern, Asian, Western, Native American, and African history from the earliest human civilizations to the European invasion of the Americas. This course emphasizes the general education special requirements in ethnic/race/gender and historical and global awareness (ERG, HA, and GA).

HST 102 World Civilization II (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is a historical survey of Middle Eastern, Asian, Western, Native American, and African history from the European invasion of the Americas to the present. This course emphasizes the general education special requirements in ethnic/race/gender and historical and global awareness (ERG, HA, and GA).

HST 135 American History: Prehistory to 1865 (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is a historical survey of the American experience from the period of European exploration to the end of the Civil War. This course emphasizes the general education special requirements in ethnic/race/gender and historical awareness (ERG and HA).

HST 136 American History: 1865 to Present (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course is a historical survey of the American experience from the conclusion of the Civil War to the present. This course emphasizes the general education special requirements in ethnic/race/gender and historical awareness (ERG and HA).

HST 201 Colonial Latin America (3)

Prerequisite: ENG 101.

This course is a survey of the history and peoples of Latin America beginning with their origins, including European contacts, conquests, and the colonial era, and ending with the struggles for independence. The course emphasizes general education special requirements of intensive writing/critical thinking, and ethnic/race/gender and historical awareness (IW/CI, ER, and HA).

HST 202 Modern Latin America (3)

Prerequisite: ENG 101.

This course is a historical survey of the history and peoples of Latin America from their independence to the present. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

HST 234 History of Native Americans: Pre-Contact to the Modern Age (3)

Prerequisite: ENG 101.

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

HST 245 History of the American West (3)

Prerequisite: ENG 101.

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

HST 256 Southwestern Borderlands (3)

Prerequisite: ENG 101.

This course focuses on the cultural, political, socioeconomic, and ethnic evolution of the Southwestern Borderlands from prehistory to the present. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

HST 289 Selected Topics in History (1-3)

Prerequisite: ENG 101 or instructor's permission.

This course covers selected topics in history which are identified when the course is scheduled. This course may be repeated if there is a change in content.

HUMANITIES (HUM)

HUM 105 Introduction to Logic and Critical Thinking (3)

Prerequisite: ENG 075, 085 or placement test or the reading proficiency requirement.

Introduction to basic principles of logical analysis. Students present and evaluate arguments in ordinary language using critical thinking and appropriate standards of evidence.

HUM 131 Music Appreciation (3)

No prior music experience necessary.

Designed to develop listening skills for increased listening pleasure. Utilizes community resources for live performances as well as audiovisual material. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

HUM 151 Intercultural Perspectives on the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment.

The course examines the modern literary and artistic works of Indigenous, Hispanic, and Euro Americana, both men and women, of the Southwest.

HUM 152 Film Appreciation (3)

A course in film history and the special qualities of film communication. Discusses the effects and technical aspects of film. Several American film genres are examined. Emphasizes the development of critical viewing abilities. Includes readings about film, film viewing, lectures, discussions, and a two-hour lab per week for film viewing.

HUM 221 Introduction to Philosophy (3)

Prerequisite: ENG 101 or concurrent enrollment.

An introduction to philosophy from a multi-cultural perspective. Readings and discussions of writings by major philosophers including American Indians on metaphysics, epistemology, freedom and determinism, religion and social justice. The course emphasizes the general education special requirement of intensive writing/critical thinking (IW/CI).

HUM 250 The Arts and Society (3)

Prerequisite: ENG 101 or concurrent enrollment.

A comparative study of humanity's need for art and the attempts to create through the visual arts, literature, philosophy, music, and history. Designed to develop an appreciation for and understanding of European and modern American culture as artistic and creative expression. The student gains insight into the process of creating and understanding meaning through symbols or art.

MANAGEMENT (MGT)

MGT 140 Human Relations (3)

This course is an examination and application of basic interpersonal communication skills. Students will investigate and examine attitudes, behavior, and cultural influences that affect job and school performance. It offers structured situations in which interpersonal relationships and communication skills are explored. The course is open to students in education, the health fields, and all others who wish to explore the dynamics of getting along with people.

MGT 250 Small Business Management (3)

Prerequisite: ACC 100.

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

MGT 320 Tribal Governments and Management (3)

Prerequisite: BUS 204, MGT 360.

This course traces the history of tribal self-government, constitution, and the institutions in the students' respective tribes and management issues faced in tribal government. The focus will be on the effectiveness, participation and issues faced by Tribal governments in achieving Tribal objectives.

MGT 330 Tourism and Hospitality Management (3)

Prerequisite: ACC 201, MKT 240, BUS 204, 265 (optional), ECO 200 or 201.

In this entryway course, students will be introduced to the major concepts, issues, and theories of tourism and hospitality as an economic sector and topic of academic study. The course will cover a broad range of topics related to the travel experience, from business development to the linkages between tourism as an industry and the impacts it has on communities and places. Students will also be introduced to key elements of the hospitality service industry and opportunities for employment within this industry.

MGT 340 Organizational Behavior (3)

Prerequisite: COM 121, ECO 201.

Provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, employee participation, and work and non-work integration.

MGT 350 Human Resources Management (3)

Prerequisite: MGT 340, 360.

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers if choice are considered.

MGT 360 Principles of Management (3)

Prerequisite: MKT 240, ECO 201.

This course will cover important concepts on the knowledge needed to successfully manage an organization. The course will especially be useful for those newly promoted to supervisory and managerial positions within the private, public, or federal sector.

MGT 420 Tribal Enterprises and Entrepreneurship (3)

Prerequisite: ECO 201, ACC 310.

This course will examine different types of business enterprises existing in various tribes as the tools for economic development, including Chapter 17 Federal Corporation charter. Students will examine large scale, medium, small and micro business enterprises, tribal and private, operating within the tribal economy. Students will explore strategies to best utilize efficient combination of private and tribal enterprises to promote economic development.

MGT 425 Management Information Systems (3)

Prerequisite: Minimum grade of 'C' in MGT 360, 440.

This is an introduction to management information systems. Topics include executive information systems, management information systems, decision support systems, expert systems, and emerging advanced systems. One-hour laboratory required.

MGT 430 Quality Management (3)

Prerequisite: BUS 265, MGT 340, 360.

This course will present the various Total Quality Management (TQM) frameworks, concepts, and quality improvement tools necessary for implementing the quality culture that characterizes world-class organizations of the 21st century. TQM is aimed at continually improving performance over the long term by focusing on customers while addressing the needs of all stakeholders. Key actions necessary for transforming business and not-for-profit organizations into world-class organizations that deliver ever-improving value to their customers, clients and constituents will be explored.

MGT 440 Project Management (3)

Prerequisite: MGT 340, 360.

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.

MGT 450 Strategic Management (3)

Prerequisite: MGT 340, 360.

This course deals with the development and implementation of organization strategy. It focuses on the perspectives, analytical techniques, and capabilities utilized by managers to improve an organization's probability of attaining sustainable competitive advantage and success in the long term.

MGT 460 Tribal Leadership Challenges (3)

Prerequisite: BUS 460, MGT 320, 420.

This course will expose students to the traditional tribal leadership 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)

Prerequisite: ENG 075, 101, BUS 152, and either ECO 200 or 201.

This course introduces students to basic marketing concepts and practices. Topics include the impact of external forces on marketing decisions, especially marketing on the Internet; marketing strategies; marketing aspects of business ethics and social responsibilities; and global marketing.

MATHEMATICAL EDUCATION (MTE)

MTE 280 Mathematics for Elementary School Teachers I (3)

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

This course offers an in-depth look at our base 10 numeration system. It includes a study of number operations, properties of numbers and operations, computation, algorithms, and other numeration systems. Problem-solving is emphasized throughout.

MTE 281 Mathematics for Elementary School Teachers II (3)

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

This course investigates statistics, probability, measurement, and geometry. The geometry portion includes plane and solid geometry, geometric constructions, coordinate geometry, and transformational geometry. Problem-solving is emphasized throughout.

MTE 401 Methods of Teaching Secondary School Mathematics I (3)

Prerequisite: EDU 297 with a grade of 'C' or better.

Topics and issues related to teaching and learning the numbers/operations, algebra and geometry in grades seven through twelve.

MTE 402 Methods of Teaching Secondary School Mathematics II (3)

Prerequisite: MTE 401 with a grade of 'C' or better.

MTE 442 History and Philosophy of Mathematics (3)

Prerequisite: MTH 220 with a grade of 'C' or better

This course examines the historical development of mathematics and its impact on Western culture as well as its philosophical basis, especially in modern mathematics. Board outline of the history of mathematics includes the development of its foundations and forces on important mathematics ideas along with philosophical and cultural forces that shaped them.

MATHEMATICS (MTH)

MTH 096 Basic Mathematics (4)

This course will cover Whole Numbers, Fractions, Decimals, Geometry, Percent, Real Numbers, Equations and Inequalities. (IP grade is applicable).

MTH 100 Intermediate Algebra (4)

Prerequisite: Placement test or minimum grade of 'C' in MTH 096.

This course will cover Graphs of Linear Equations, Exponents and Polynomials, Factoring, Rational Expressions, Systems of Linear Equations, Roots and Radicals. (IP grade applicable).

MTH 106 Survey on College Mathematics-The Art of Math (3)

Prerequisite: Advisor and instructor's approval.

This course will cover important concepts in MTH 110 and MTH 114, set theory, number system, functions, exponential models, equations, but will not focus on mathematical techniques. This course will emphasize the origin of mathematical ideas and its relation with Navajo philosophy. This course is designed as a replacement of MTH 110 or MTH 114 for non-traditional students and for students whose majors do not require higher mathematical skills and techniques.

MTH 110 College Algebra (4)

Prerequisite: Placement test or minimum grade of 'C' in MTH 100 or instructor's permission.

Covers functions and their graphs, including linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Also covers the algebraic concepts necessary for the study of these functions. Four lecture hours per week.

MTH 111 College Trigonometry (3)

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

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

MTH 114 College Mathematics/Quantitative Reasoning (4)

Prerequisite: Placement test or minimum grade of 'C' in MTH 100 or instructor's permission.

Contemporary quantitative methods, especially descriptive statistics, elementary probability, statistical inference, linear and exponential models of growth and decay, and discrete models. Four lecture hours per week.

MTH 118 Finite Mathematics (3)

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

Matrices and the solution of linear systems, inequalities, linear programming, permutations and combinations, discrete probability, and a brief introduction to descriptive statistics.

MTH 190 Pre-Calculus (4)

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

Preparation for students in STEM majors. The course will cover trigonometry and analytic geometry, including trigonometric functions, analytic trigonometry, laws of sines and laws of cosines, polar equations, vectors, ellipse, hyperbola, and parabola.

MTH 191 Calculus I (4)

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

Preparation for students in STEM majors. The course will cover limit and continuity of functions, derivatives, application of differentiation, integrals and fundamental theorem of calculus.

MTH 192 Calculus II (4)

Prerequisite: Minimum grade of 'C' in MTH 191 or instructor's permission.

Techniques of integration, applications of integration, parametric equations, polar coordinates, sequences, and series. Four lecture hours per week.

MTH 210 Discrete Mathematics (3)

Prerequisite: MTH 110 or instructor's permission.

Preparation for students in STEM majors. The course will cover set theory, logic, mappings, integers, induction and recursion, permutations and combinations, algorithms, and basic graph theory.

MTH 213 Statistics (4)

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

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

MTH 220 Calculus III (4)

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

Vector analysis, differentiation and integral calculus of several variables with applications. Four hours lecture per week.

MTH 221 Ordinary Differential Equations (3)

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

First-order differential equations, applications, higher-order differential equations, numerical methods, with applications in physical, biological, and social and behavioral science.

MTH 225 Elementary Linear Algebra (3)

Prerequisite: MTH 110 or instructor's permission.

An introductory course for all science, engineering, and mathematics education majors. Topics include matrices, system of linear equations, determinants, vector spaces, linear transformations, and eigenvalues.

MTH 318 Introduction to Number Theory (3)

Prerequisite: MTH 191 with a grade of 'C' or better.

Divisibility of Integers, Primes, Congruence, Euler's Function, Primitive roots, RSA cryptosystem, Quadratic Residues.

MTH 365 Modern Geometry (3)

Prerequisite: MTH 220 and 225 with a grade of 'C' or better.

Euclid geometry, Axioms, angle, Triangles, Perpendicular and parallel lines, Circles, Similarity, Parallel Postulate revisited, Non-Euclid geometry.

MUSIC (MUS)

MUS 181 Piano I (2)

This course introduces students to the piano. It gives them the skills necessary to sight read music and perform piano pieces in a wide variety of styles.

NAVAJO LANGUAGE (NAV)

NAV 101 Navajo as a Second Language I (4)

First semester course. Aimed at mastery of pronunciation, identification of sounds, thought patterns, and vocabulary. Students learn simple Navajo conversation. An individual, one-hour conversational practice workshop is mandatory for each class session. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 102 Navajo as a Second Language II (4)

Prerequisite: NAV 101 or Placement by Exam.

Second semester course. Mastery of simple sentences. Combination of simple sentences with more complex sentences. Enlarging of vocabulary through oral exercises. An individual, one-hour conversational practice workshop is mandatory for each class session. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 103 First Level Navajo Immersion I (4)

Prerequisite: Placement by Exam.

First semester course, aimed at developing and improving listening comprehension, speaking, reading and writing skills, with an emphasis on a strong foundation of speaking. Meets daily, taught partially, and increasingly through immersion. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG),

NAV 104 First Level Navajo Immersion II (4)

Prerequisites: NAV 103 or 102 or Placement by Exam.

Continuation of NAV 103. This course strengthens and improves listening comprehension, speaking, reading and writing skills, with an emphasis on a strong foundation of speaking. Meets daily, taught primarily in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 140 Introduction to Navajo Public Speaking (3)

A study of techniques, styles, genres of Navajo public speaking. Students will make plan, practice self-control, and know their audience. (Navajo Nation Leadership Certificate requirement and pre-selected for cohort) and (this course will not satisfy Navajo Language requirement).

NAV 201 Intermediate Navajo as a Second Language III (4)

Prerequisite: NAV 102 or Placement by Exam.

Third-semester course. Students review the material taught in NAV 101 and NAV 102 and proceed to more advanced structures, situations, vocabulary, and functions. An individual, one-hour conversational practice workshop is mandatory for each class session.

NAV 202 Advanced Intermediate Navajo as a Second Language IV (4)

Prerequisite: NAV 201 or Placement by Exam.

Fourth-semester course. Students review material from NAV 101, 102, and 201 and then proceed to more advanced structures, situations, functions and grammar. An individual, one-hour conversational practice workshop is mandatory for each class session.

NAV 203 Second Level Navajo Immersion I (4)

Prerequisites: NAV 104 or 202 or Placement by Exam.

Continuation of NAV 104, this course focuses intermediate level listening comprehension, speaking, reading and writing skills, for increased number of situations. Meets daily, taught primarily in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 204 Second Level Navajo Immersion II (4)

Prerequisite: NAV 203.

Continuation of NAV 203, this course strengthens intermediate level listening comprehension, speaking, reading and writing skills, for increased number of situations. Meets daily, taught primarily in Navajo. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

NAV 211 Navajo Literacy I (3)

Designed to develop skills in reading and writing Navajo, as well as an understanding of the language and its sounds and structure. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 212 Navajo Literacy and Grammar II (3)

Prerequisite: NAV 211.

For Navajo speakers. Develops additional skills in reading and writing Navajo. Emphasis on grammatical structure. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 231 Medical Terminology of the Navajo (3)

Prerequisite: NAV 101 or 211.

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

NAV 240 Navajo Public Speaking (3)

Prerequisite: NAV 212.

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research; preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in-group discussion with appropriate audiovisual support. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

NAV 303 Third Level Navajo Immersion I (4)

Prerequisites: NAV 204 or 212.

Continuation of NAV 204, this course develops advanced level listening comprehension, speaking, reading and writing skills, for use in variety of situations. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 304 Third Level Navajo Immersion II (4)

Prerequisite: NAV 303.

Continuation of NAV 303, this course strengthens advanced level listening comprehension, speaking, reading and writing skills, for use in variety of situations. Taught in Navajo. This course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 315 Navajo Conversation (3)

Prerequisites: Concurrent enrollment in, or completion of NAV 303.

This course exposes students to oral Navajo conversation of increasing length and variety, through exercises and projects, for the purpose of building the ability to competently interact with native speakers, and each other, fluidly and with ease. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 350 Teaching Navajo to the Native Speaker (4)

Prerequisite: NAV 301.

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

NAV 351 Teaching Navajo as a Second Language (4)

Prerequisite: NAV 301.

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

NAV 389 Navajo Linguistics (3)

Prerequisite: Concurrent enrollment or completion of NAV 212.

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

NAV 391 Navajo Descriptive and Narrative Writing (3)

Prerequisite: NAV 212.

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

NAV 403 Fourth Level Navajo Immersion I (4)

Prerequisite: NAV 304.

Continuation of NAV 304, this course expands the advanced language skills of students including complex grammar, structures and contexts. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 404 Fourth Level Navajo Immersion II (4)

Prerequisite: NAV 403.

Continuation of NAV 403, this course further expands the advanced language skills of students including complex patterns, structures and situations to promote higher-level written and oral expression. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 410 Navajo Language Revitalization (3)

Prerequisites: Concurrent enrollment or completion of NAV 304.

In this course students will research and understand challenges and opportunities with the preservation, maintenance and revitalization of the Navajo language through review of current successful initiatives in other indigenous engagement at the family and community level. Students will address Navajo language revitalization involving all ages, and formulate solutions that can be applied in a variety of settings.

NAV 415 Advanced Navajo Conversation (3)

Prerequisite: NAV 315.

This course is a continuation of NAV 314. Students refine advanced interpersonal communication skills through practice of more complex situations on wide range of topics, aimed at building their conversational ability closer to native speakers. Taught in Navajo. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

NAV 485 Advanced Navajo Oratory Skills (3)

Prerequisites: Concurrent enrollment or completion of NAV 403.

In this course students develop advanced skills in preparation and delivery of speeches and other oral addresses for a variety of formal and cultural settings. Students will learn to prepare, deliver and evaluate speeches according to purpose. Students will analyze and utilize examples of historical and contemporary oral addresses for the purpose of building oratory skills.

NAV 490 Navajo Language Master-Apprentice Internship (3)

Prerequisite: NAV 403.

This internship course provides intensive language study, application of language skills, and entry-level professional experience to student in the Diné Studies Bachelor of Arts Navajo Language Track. Students will be placed in internships that fit with their professional and personal goals, and that are appropriate to their level of language, at faculty-approved sites. Sites must be able to provide a Navajo language setting for all duties, responsibilities and opportunities.

NAV 471 Navajo Grammar and Applied Linguistics (3)

Prerequisites: NAV 389 and 391.

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

NAVAJO AND INDIAN STUDIES (NIS)

NIS 101 Navajo Pottery (3)

Introduction to Navajo pottery ware, development and techniques based on Navajo traditional values. Includes projects in making different traditional pottery ware.

NIS 102 Chief Manuelito Scholars' Navajo Government (2)

For high-school students only.

This course satisfies the history and government requirement for Chief Manuelito scholarship applicants. Course covers the history of Navajo government from the earliest days, through the changes in local leadership, the Naat'áanii system, headmen, and the emergence of the Navajo Tribal Council in 1868 as well as the discovery of oil and gas, and the need to approve leases. It also provides students with an overview of the relationship between Navajo Nation government and the federal government.

NIS 103 Navajo Basketry (3)

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

NIS 105 Navajo Rug Weaving (3)

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

NIS 107 Navajo Moccasin Making (3)

Series of lectures on the origin, purposes, philosophy and historical development of moccasins. Includes projects in making ankle length moccasins.

NIS 108 Navajo Silversmithing (3)

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

NIS 111 Foundations of Navajo Culture (3)

An introduction to the basic values of Diné society, past and present, including the clan system, philosophy of duality, oral narratives, and symbolic interpretations. Instruction takes place in Navajo and English.

NIS 118 Navajo Fundamental Law I (3)

An introductory course to the basic values; which includes Navajo traditional law, customary law, natural law, and common law. This course is taught in Navajo and English.

NIS 120 Introduction to Navajo Leadership and Communication (3)

A study of techniques, styles, genres of Navajo Leadership and Communication. Students will plan and practice by making people feel safe to speak up. Develop effective listening skills, and challenge people to think and lead by example.

NIS 121 Navajo Human Relations (3)

The course will examine basic human relationship skills such as: attitudes, behavior, perceptions, interaction and communication with individuals, community members and other organizations.

NIS 123 Navajo Supervision and Management (3)

This course is a study of the role of a supervisor and managerial functions; leadership, communication, ethical reasoning and human relations skills.

NIS 124 Navajo Governance (3)

The course will provide an overview of Navajo Nation governance in the United States. The course will also examine the relationship with the national government and the rise of the collective national Navajo identity.

NIS 127 Navajo Current Issues and Affair (3)

The course will examine current issues in the Navajo Nation pertaining to Education, Economics, Environment, Health, Politics, and Inter-governmental relations.

NIS 128 Navajo Basic Buckskin/Leather Braiding (3)

This course explores the origin and cultural development of buckskin and leather braiding in Navajo culture. The course includes basic skills in cutting, designing, forming and techniques of buckskin.

NIS 129 Navajo Cultural Arts Selling Practice (3)

The focus of this course is selling authentic Navajo arts and crafts. Find the best venue to sell products: art shows, galleries, Native events, even retail stores/flea-markets. Learn how to approach a gallery, how to create a portfolio, design an effective logo, signature trade stamp and company name. (Navajo Cultural Arts certificate requirement).

NIS 130 Federal, State, County, and Municipal Government (3)

This course examines the principles, procedures, politics, issues, funding and the inter-working of Federal, State, County, and Municipal Government and how it affects the Navajo Nation. The student will analyze political philosophy in diverse context and how it impacts Navajo Nation.

NIS 132 Navajo Cultural Arts Material and Resources (3)

Introduction to appropriate ways to collect, prepare raw material for Navajo traditional arts. Includes field trips to collect raw materials. Series of lectures includes cultural sensitivity and protocol. (Navajo Cultural Arts certificate requirement).

NIS 133 Toastmaster and Parliamentary Procedures (3)

This is an introductory course in parliamentary procedure designed to assist leaders to guide meetings, role and responsibilities of the parliamentarian.

NIS 134 Navajo Cultural Arts and Philosophy (3)

Introduces Navajo culture sensitivity and symbolic significance. Includes Navajo Philosophy on artwork in cultural history, discovering and exploring meaning, and looking at different styles of artwork. (Navajo Cultural Arts certificate requirement).

NIS 135 Navajo Fundamental Law II (3)

Prerequisite: NIS 118.

The course is an intermediate level of the basic values; which includes Navajo traditional law, customary law, natural law, and common law. This course is taught in Navajo and English.

NIS 150 Introduction to Navajo 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 Navajo Agricultural History to Present (3)

The Navajo Agricultural History Course will provide student knowledge of historical events that have shaped Navajo agricultural laws, codes and mandates. Student will learn about how agricultural history shaped current policies and laws through a historical timeline from the 16th century (1500-present). The class will integrate both Navajo Nation and United States Agricultural history.

NIS 185 Navajo Cultural Arts Business System (3)

This course explores the origin, philosophy and values of business in the Navajo economic system. An overview of historical Navajo business practice and contemporary development. (Navajo Cultural Arts certificate requirement).

NIS 197 Navajo Cultural Arts Practicum I (3)

This course provides practical (hands-on) learning in the areas of Navajo cultural arts. This first of two practicums, this class entails historical and philosophical applications of Navajo cultural arts through community research. (Navajo Cultural Arts certificate requirement).

NIS 198 Navajo Cultural Arts Practicum II (3)

This course provides practical (hands-on) learning for the Navajo Cultural Arts Certificate students. The second of two practicums, this class includes student dissemination of Navajo cultural arts through community outreach activities and projects. (Navajo Cultural Arts Certificate requirement).

NIS 201 Navajo Pottery/Ceremonial Pipes (3)

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

NIS 203 Advanced Navajo Basket Making (3)

Advanced course in Navajo basket making. Includes the philosophical, spiritual and ethical significance of the basket. Examines the historical and contemporary elements of design from different regions and periods.

NIS 205 Advanced Navajo Rug Weaving (3)

Prerequisite: NIS 105.

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

NIS 206 Navajo Sash Belt/Ceremonial Stocking (3)

Advanced course in making Navajo sash belt and ceremonial stocking. Includes philosophy, historical development, pattern, spinning and weaving skills.

NIS 207 Advanced Navajo Moccasin Making (3)

An advanced course to design and techniques in Ké Nitsaai and Naat'á Ké/Na'abaah Ké. Includes the philosophy and history of Ké Nitsaai and Naat'á Ké/Na'abaah Ké.

NIS 208 Advanced Navajo Silversmithing (3)

Prerequisite: NIS 108.

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

NIS 209 Navajo Horse Hair Braiding (3)

This class prepares students in horsehair braiding. Students get hands-on practical experience working with a wide variety of horsehair braiding. Includes the philosophy and history of horsehair braiding.

NIS 220 Navajo Oral History (3)

Prerequisite: ENG 101 and NIS 111.

Examines Diné oral history and cosmology with an emphasis on ceremonial practices and world creation narratives. May include field trip to Diné'tah or other historical sites. This course is offered only in the Fall semester.

NIS 221 Navajo History to Present (3)

Prerequisite: ENG 101.

Examines Diné history beginning with anthropological theories about prehistoric migrations to and acculturation in the Southwest followed by the European contact period and ending with current events. Includes an overview of key aboriginal land settlements, federal Indian laws, court decisions, and other Indian policies within the context of Diné tribal, intertribal, city, county, state, and federal government relations. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI/ERG, and HA).

NIS 222 Contemporary Indian Affairs and Tribal Government (3)

Prerequisite: ENG 101, and NIS 221.

An overview of federal policies and programs since 1776 that have dealt with U.S. Indian Nations. Examines relationships between tribes and national, regional, and local governments, as well as the rise of a new, collective, national, and political Native American identity.

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

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

A survey of indigenous groups of the U.S. and Canada, with an emphasis on changing economic and political forces that influence various tribal groups. Discussion of origins, customs, language, arts, and habitats.

NIS 226 Navajo Nation Government (3)

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

The development of Navajo Nation government, concentrating on its evolution since the 1920s. Examines the legal and political basis of Navajo Nation government, its structure and functions as well as powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal governments. Highlights major contributions of Navajo Nation chairmen and presidents.

NIS 261 Navajo Oral Tradition and Styles (3)

Prerequisite: ENG 101 and NIS 111.

Examines the philosophy and thinking of traditional elders in Navajo society by listening to and analyzing oral styles, including storytelling, oratory, prayers, and lectures. Instruction is in English and Navajo.

NIS 292 Native American Holistic Expression (3)

Examines the basic principles of Native American spiritual life, common philosophies and values, cycles of life, and contemporary ritual practices throughout North America.

NIS 294 Diné Education Philosophy I (3)

Prerequisite: NIS 111.

Introduces teachings of the Diné knowledge and living systems. Relates them to curricula, pedagogy, and academic life in higher education. Advances learning of the basic Diné educational philosophy in both traditional and Western curricula.

NIS 295 Diné Education Philosophy II (3)

Prerequisite: NIS 294.

This course is designed to develop intermediate-level knowledge in using SNBH components to advance student learning.

NIS 311 Introduction to Navajo Holistic Healing (3)

Prerequisite: ENG 101 and NIS 111.

A general discussion of major Navajo ceremonies of the summer and winter seasons according to Navajo teachings. Examines the development and organization of ceremonies with emphasis on their purpose, significance, and procedures. Includes the study of ceremonies from the Hózhóóji (Blessing Ways) and Naayéé jí (Protection Ways). May include field experiences to local traditional healing ceremonies.

NIS 315 Diné Critical Thinking and Writing (3)

This course will integrate critical thinking by emphasizing the importance of developing self-awareness and increasing knowledge of how Diné thinking and behavior impacts feelings, thoughts, and action. The course emphasizes critical thinking and intensive writing (CI/IW).

NIS 320 Diné Bina'nitin Values and Ethics (3)

This course examines Diné bina'nitin way of life on values and ethical expectations.

NIS 340 Diné Traditional and Contemporary Leadership (3)

This course examines Diné traditional leadership under Naalchid/Naachi' system, community clan leadership, which depends on divine intervention by making sacred offerings for effective leadership. The course also examines contemporary leadership, which promotes identity.

NIS 350 Diné Spirituality (3)

This course will examine Diné Spirituality, a way-of-life, application of sacredness of being; Diyin k'ehgo iiná. Aziology (alchii' naazlá), Epistemology (hot bééhózinígíí) and Metaphysics (beejiinánígíí).

NIS 360 Diné Economic Systems (3)

This course will examine Diné traditional economy such as live-stock husbandry (horses, sheep, cattle industry). The course will also examine arts and crafts industry, as well as traditional trade economy.

NIS 361 Diné Cultural Resource Management (3)

This course will examine the Navajo Intellectual Property, and cultural property. The course will also examine American Indian Religious Freedom Act (AIFRA), protection of Diné Sacred Sites, Sacred Songs and Ceremonial tools.

NIS 362 Diné Environmental Knowledge and Sustainable Development (3)

This course examines issues relating to sustainable economic development, Federal, State and Tribal relationship concerning, Navajo sovereign rights to natural resource extraction., Tribes and Federal regulation regarding Business Lease on the Reservation, Tribal plans and issues surrounding land, water, wind and solar energy development, Navajo initiative regarding developing a sustainable economic.

NIS 371 Navajo Philosophy (3)

Prerequisite: ENG 101 and NIS 111.

An advanced analysis of the inter-relationship of male and female principles and the manifestation of dual forces. The course looks at Diné philosophical thought, including metaphysics, epistemology, aesthetics, ethics, religion, and traditional social structure.

NIS 410 Diné Literature Moral and Ethics Philosophy (3)

This course explores the origin of Navajo ethics and moral philosophy from literatures and oral stories. The consequences of legal actions regarding: murder, abortion, adultery, theft, and lying, etc. This course also examines Navajo explanation of morality in the context of traditional belief and application of ethic and morality in contemporary public discussions.

NIS 415 Diné Family Traditional Law (3)

This course examines Traditional Diné family, children, parental rights, divorce, properties, domestic abuses and financial responsibilities.

NIS 420 Diné Social Systems and Issues (3)

This course examines the Diné social systems and traditional and contemporary issues. The course will examine cultural changes, colonialism, colonization, assimilation and national politics.

NIS 425 Diné Men and Women in Society (3)

This course will cover the sacred roles of Diné men and women. The roles and responsibilities with: personal identity, a community, participation in ceremonies, gender and sexuality, exercise of leadership, restrictions of their roles, and in changing Diné society. It will examine restrictions on roles and a changing Diné society.

NIS 450 Diné Resource Management (3)

This course will examine Natural Resource Management such as: land, water, soil, plants, animals, renewable, and non-renewable resources (stewardship).

NIS 455 Diné Place-based Knowledge, Geography and Geology (3)

This course examines Diné sacred places, sacred sites and examines Diné homeland geography and geology Diné K'ehgo.

NIS 458 Diné Energy Development (3)

This course will examine Federal, Department of Interior, Bureau of Indian Affairs, and the Navajo Nation policies on Diné Energy Development. The course will also examine Health, Environmental Protection, Contaminations and Clean-up issues.

NIS 460 Diné Studies Internship (3)

The Diné Studies Internship is a requirement for all Bachelor of Arts in Diné Studies majors. The Internship offers students a chance to become directly involved in the degree program areas of interest and issues for a semester. Students may make contributions to the Navajo Nation and communities and have the opportunity to address a professional and scholarly expressed need. Interns may also make a direct contribution to an individual medicine man for learning outside the academic context, in a traditional setting.

NIS 465 Diné Traditional Seminar (3)

This course is designed for seniors or students who are near graduation. The course will provide students the opportunity to apply knowledge gained from the required courses for the Diné Studies program degree to: critically examine the current state of American Indian social, political, economic, and cultural issues; examine and apply various models for community intervention and elect various models of community intervention. Leadership characteristics and skills for the twenty-first century will be discussed, and challenges and opportunities for practice and leadership within Diné communities will be identified. The seminar will take time for collaborating group meetings, and attendance is required. Conversation during seminar will address some of the complex issues involved in bringing Diné perspectives to research and academic work in Diné studies. No exam is given in the course, there will be various writing assignments to strengthen the students writing ability. This class will ultimately guide you through the phase for your senior capstone project until completion.

NIS 495 Senior Capstone Course (3)

The Capstone Seminar is designed to demonstrate students' accumulated knowledge and skill for the Bachelor of Arts in Diné Studies in a single original project of the student's choice, subject to the instructor's approval and under the additional supervision of the faculty mentor. The most common way of completing this course is the writing of a research thesis of approximately 8000 words, alternate projects can be explored in consultation with the

instructor of the course. The completed thesis or project should bring together your theme within the Diné Studies degree. The Capstone necessitates multiple drafts of your research that are subjected to heightened peer review and regular feedback from your instructor, your peers, and your mentor. A presentation to a panel of faculty will be a final presentation.

PHYSICAL EDUCATION AND HEALTH (PEH)**PEH 113, 114, 119 Team Sports (1)**

Restricted enrollment to student athletes.

Members of all athletic teams may enroll in the courses with coach/faculty's permission. Students sign a course contract and are responsible for knowing the rules and regulations of their sport. Students who quit or are dropped from the team are dropped from this course unless other arrangements are made.

PEH 120 Strength Training (1)

Introductory activities in strength training with individualized programs and a focus on safety, fitness, benefits, and exercise selection. One-hour lab required.

PEH 121 Advanced Strength Training (1)

Prerequisite: PER 120 or instructor's permission.

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

PEH 122 Fitness for Life (2)

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

PEH 123 Archery (1)

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

PEH 125 Basketball (1)

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

PEH 130 Physical Education Activity (1)

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

PEH 132 Jogging (1)

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

PEH 135 Recreational Games (1)

Introductory activities in a variety of games, sports, and leisure activities. Activities include archery, bowling, basketball, badminton, billiards, jogging, softball, tennis, volleyball, strength training, table tennis, traditional Navajo games, and Zumba. One-hour lab required.

PEH 138 Volleyball (1)

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

PEH 141 Aerobics (1)

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

PEH 143 Country and Western Dancing (1)

Introductory activities in Country and Western dancing, proper body movement, posture, rhythm and beats, and music selection. One-hour lab required.

PEH 148 Outdoor Recreation (1)

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

PHYSICAL SCIENCE (PHS)

PHS 110 Principles of Physical Science (4)

Prerequisite: MTH 096 and ENG 085.

PHY 110 is a conceptual physical science course emphasizing the relationship between physics and chemistry. Students will study the relationship between the Laws of Motion and chemical reactions, as well as topics related to nuclear, thermal and electrical energy.

PHYSICS (PHY)

PHY 101 Fundamentals of Physics (4)

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

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

PHY 110 Algebra-based Physics I (4)

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

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

PHY 111 Algebra-based Physics II (4)

Prerequisite: PHY 110 or equivalent course.

Second course in the algebra-based introduction to physics sequence designed for science majors who do not require calculus-based physics. Also suitable for liberal arts majors and general education student with no prior physics background; covers optics, electricity, and magnetism. Three hours lecture and three hours lab per week.

PHY 121 Calculus-based Physics I (4)

Prerequisite: MTH 191.

First of three calculus-based courses designed for the science and engineering major with no prior physics background; covers classical mechanics. Three hours lecture and three hours lab per week.

PHY 131 Calculus-based Physics II (4)

Prerequisite: PHY 121, or instructor's permission.

Second of three calculus-based courses designed for the science and engineering major; covers electricity, magnetism, and optics. Three hours lecture and three hours lab per week.

POLITICAL SCIENCE (POS)

POS 111 Introduction to Political Science (3)

Prerequisite: ENG 101.

This course examines the principles, methods, topics, and concepts of political science in light of contemporary political events. Students will analyze power, authority, and political philosophy in diverse contexts, including tribal politics. This course meets teacher certification requirements and emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and global awareness (IW/CI, ERG, and GA).

POS 170 American Government and Politics (3)

Prerequisite: ENG 101 or concurrent enrollment.

American Government and Politics examines the origin of the U.S. Constitution as well as governmental structures, procedures, and politics at the federal, state, local, and tribal levels.

POS 181 Arizona Constitution and Government (1)

Prerequisite: ENG 101 or concurrent enrollment.

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

POS 226/NIS 226 Navajo Nation Government (3)

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

The development of Navajo Nation government, concentrating on its evolution since the 1920s. Examines the legal and political basis of Navajo Nation government, its structure and functions as well as powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal governments. Highlights major contributions of Navajo Nation chairmen and presidents. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI, ERG, and HA).

POS 230 Introduction to Policy Research Methods (3)

Prerequisite: ENG 101 and either NIS 226 or 221. Cross-listed with NIS 230.

This course provides students with an introduction to Diné Policy Institute's unique approach to research. Students will learn the foundations of mainstream academic and traditional Diné research methods, gain an understanding of how to utilize both approaches, and apply these skills to existing Diné Policy Institute research. (See NIS/POS 230).

POS 271 U.S. Constitution and Politics (2)

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

This course examines the philosophical antecedents, historical development, and interpretations of the U.S. Constitution. It also examines federal governmental structures, procedures, and politics. POS 271 meets Arizona teacher certification requirements.

PSYCHOLOGY (PSY)

PSY 111 Introduction to Psychology (3)

Prerequisite: ENG 101.

This course is an introduction to the scientific study of individual behavior. It provides a broad overview of major approaches, concepts, issues, methods, findings, contributors, and applications of psychological knowledge to everyday life. It covers biological influences on behavior, sensation, perception, learning, cognition, motivation, emotion, personality, human development, psychopathology, and psychotherapy. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI).

PSY 200 Decolonization and Resilience in Indigenous Communities (3)

Prerequisite: Minimum grade of 'C' in ENG 101.

PSY 200 is an interdisciplinary analysis of colonization, decolonization, and indigenous self-determination with specific attention to the realities of Navajo peoples. This class aims to not only explore the myths and realities of decolonization but it also strives to encourage students to engage with self-determining practices in order to reassess, reprioritize and reconcile with psychological impacts of colonial trauma. This class is formatted into four sections: 1) Analysis of foundational works of colonization and decolonization; 2) Examination of hemispheric indigenous case studies of resilience and self-determination; 3) Exploration of colonialism and resilience predating and extending though European expansion

in the Southwest, with specific emphasis given to Navajo lands; and 4) Critical inquiry of United States' indigenous movements of decolonization, cultural restructuring, and self-determination as experienced through Navajo realities.

PSY 202 Career Explorations in Psychology (2)

Prerequisite: Minimum grade of 'C' in ENG 101 and PSY 111.

Provides an introduction to the wide variety of careers available with a degree in psychology. Both general and specific information is provided about types of careers, training, skills, experiences, and practice settings on the Navajo Nation and beyond. Students are provided with skills for succeeding in a Bachelor program, developing a career path, applying for jobs, and pursuing graduate degrees.

PSY 211 Introduction to Navajo Psychology (3)

Prerequisite: Minimum grade of 'C' in ENG 101 and NIS 111.

This course is an introduction to SNBH (Sa'áh Naagháí Bik'eh Hózhóón) Diné study of Diné attitude, behavior, personality and character and the psychological knowledge that comes from the Holy People. This introduction will provide an overview of major approaches, concepts, issues, methods findings, and applications of Diné psychologies and knowledge in everyday life. It will cover Diné ethics, principles, moral values, and duties, as well as the study of human character and human action to live as SNBH.

PSY 213/MTH 213 Statistics (4)

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

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

PSY 215 Personal and Social Adjustment (3)

Prerequisite: ENG 101 or concurrent enrollment.

An overview of basic psychological principles as they apply to coping with stress, interpersonal relationships, marriage, parenting, and working. Emphasis on learning to become a more competent and effective person. Course may carry one, two, or three credits.

PSY 220 Expressive Arts Therapy (3)

Prerequisite: ENG 101 or concurrent enrollment.

This course provides an overview of experiential styles for individuals in the counseling and behavioral health fields. Visual arts, music/sound, dance/movement, play therapy, psychodrama, and bioenergetics are examined as tools of therapy.

PSY 221 Cinema Therapy (3)

Prerequisite: ENG 101 or concurrent enrollment and at least one Psychology course.

Movies affect us because of their synergistic impact. This course will show the student and future counselor how film may help build a bridge between their client's "reel" life and their experiences in real life.

PSY 240 Human Growth and Development (3)

Prerequisite: ENG 101.

This course provides an overview of the field of human growth and development from prenatal development and birth through adulthood and aging. Topics include physiology, perception, language, cognition, personality, social and moral development, family, and cultural and social influences on development. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 241 Abnormal Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

This course will examine etiology, symptomatology, and classification of organic and functional behavior disorder, mental deficiencies, and other deviations. Treatment modalities overview will be examined.

PSY 250 Social Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

This course is an overview of science-oriented approaches to the study of the impact of environment, particularly the social environment, on individual behavior and considers individual behavior but emphasizes the relationship between individual and group behavior. The course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 255 Introduction to Physiological Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

Relationships of physiological processes to behavior. Emphasizes nervous system functioning.

PSY 290 Research Methods (4)

Prerequisite: ENG 101 and 3 credits of PSY, SOC, ANT or SWO.

An introduction to qualitative and quantitative research methods used in Psychology and the Social Sciences. This course emphasizes the process of conducting psychological research, including the development of testable hypotheses, measurement, design, data collection, analysis, and the writing and presentation of a research paper. Students will gain experience through projects in conducting research.

PSY 291 Introduction to Counseling (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

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

PSY 292 Human Sexuality (3)

Prerequisite: ENG 101 or concurrent enrollment.

This survey course of the psychological aspects of human sexual behavior emphasizes cognitive, emotional, behavioral, and cultural factors that shape sexuality.

PSY 315 Health Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and PSY 255 or instructor's permission.

Contributions of psychology to health promotion and illness prevention, adaptation to acute and chronic illness, and to the healthcare system.

PSY 325 Psychology and Law (3)

Prerequisite: Minimum Grade of 'C' in ENG 101 and PSY 111.

Theories, research, and practice in psychology as related to law and justice systems, including criminal, civil, domestic relations, and professional issues. Introduction to Navajo Peacemaking.

PSY 340 Child and Adolescent Development (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 240 or instructor's permission.

Psychological development from infancy through adolescence, focusing on physical, social, cultural, cognitive, and linguistic aspects of development, as well as developmental disabilities and disorders. Diverse cultural framework for reasoning about child and adolescent development will be applied.

PSY 350 Cultural Psychology (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 250 or instructor's permission.

The influence of culture on human thought and behavior, including cultural differences in perception, cognition, motivation, attitudes, beliefs, physical and mental health, communication, and relation-

ships. Definitions of culture and culture acquisition are emphasized.

PSY 360 Drug Use and Abuse (3)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, and 255 or instructor's permission.

This course examines use and abuse of drugs and alcohol, including interactions between risk factors, protective factors, and sociocultural influences. Students gain an understanding of the psychological and physiological nature of substance abuse and develop skills related to diagnosis and treatment of substance abuse disorders. This course also includes an overview of individual differences in risk and resilience, current and historical patterns of substance usage. ESM definitions of substance abuse, and programs for rehabilitation.

PSY 413 Advanced Indigenous Research Methods (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, and 290.

Focuses on methodologies of Indigenous research and foundations of social science research as they relate to psychology. Emphasis on the collection and analysis of qualitative and quantitative data, the purpose of Indigenous research, roles and responsibilities of researchers in Indigenous communities, Indigenous epistemologies, decolonizing methodologies, proper use and dissemination of research findings, the role of the Institutional Review Boards, and critical evaluation of research. Student will complete a research project that will involve designing a study, collecting data, and analyzing data using computer-based statistical software.

PSY 497 Independent Study (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, 290 and at least one 300-level PSY course.

Individualized approach to selected topics by guided reading and critical evaluation under supervision and approval of an instructor.

PSY 498 Undergraduate Research (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, 290 and at least one 300-level PSY course.

Original research under the supervision and approval of research advisor.

PSY 499 Fieldwork Experience (4)

Prerequisite: Minimum Grade of 'C' in ENG 101, PSY 111, 213, 290, 291 and at least one 300-level PSY course.

Field experience in an approved agency or organization. Such work must be approved and supervised by a psychology faculty member.

PUBLIC HEALTH (PUH)

PUH 111 Introduction to Public Health (3)

This course introduces students to all aspects of the field of public health, focusing on health promotion and disease prevention goals designed to establish and maintain healthy communities. The 3 core functions and 10 essential services of public health, as well as reading and lecture materials are organized and presented within the 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)

Prerequisite: ENG 085 and MTH 096.

General concepts of nutrition applied to food choices that support health; cultural, psychological, and economic implications of food choices. Current concepts and controversies in human nutrition. Carbohydrate, protein, lipids, vitamins, and minerals in nutrition, and the relation of nutrition to health throughout the life cycle.

PUH 170/BIO 170 Medical Terminology (3)

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

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

PUH 200 Principles of Health Education (3)

Prerequisite: Completion of ENG 075 or reading proficiency requirement; PUH 111 and HEE 110 or concurrent enrollment.

This course introduces students to the field of health education. It explores social and behavioral theories, and determinants of health behavior of individuals and groups. In their final project students must apply course concepts to design a prospective health education intervention. Course emphases are on health education methods and issues relevant to the Navajo Nation. Guest speakers involved in health education on the Navajo Nation may provide presentations. Content of the course will facilitate application of the principles of SNBH.

PUH 201 Principles of Environmental Public Health (3)

Prerequisite: Completion of ENG 075, PUH 111 or ENV 101 or another science class.

This course explores environmental health professionals' roles in ensuring safe and healthy environments, including sanitation, food safety, and occupational safety, and air and water quality. Policies and activities of federal, state, local, and tribal entities are examined, with a focus on Navajo examples. Navajo cultural beliefs related to nature and the environment provide the foundation on which the course is structured.

PUH 202 Uranium and Environmental Health (3)

Prerequisite: Completion of ENG 075 or reading proficiency requirement.

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

PUH 241 Human Nutrition (3)

Prerequisite: CHM 130 or higher required.

The principle of human nutrition as it relates to health issues is the primary focus of this course. Emphasis is placed on nutrients and how they affect the human body. The structure and function, digestion and absorption, and metabolism of carbohydrates, lipids, proteins, minerals, and vitamins are discussed. This course also examines energy, weight-management, nutritional requirements of different age groups, U.S. dietary trends, and guidelines for good nutrition and health.

PUH 270 Community Health Assessment and Planning (3)

Prerequisite: Completion of ENG 085 and PUH 111.

This is the first of two courses in which students examine assessment, planning, implementation, and evaluation in public health practice. The course focuses on assessment and planning as carried out in epidemiology, environmental public health, health education and promotion, and health services administration. It explores Navajo ways of knowing, defining, and thinking about health problems (Nitsáhákees) and the process of planning (Nahat'á) health intervention programs.

PUH 275 Health Services and Policy (3)

Prerequisite: Completion of PUH 111, ENG 101 or concurrent enrollment.

In this course, students are introduced to health services administration and the role of policy development in public health. The course covers national, state, local, and Navajo Nation health services, focusing on how they are organized and administered. U.S. public health services are compared with those on the Navajo Nation and other tribal communities. The course is taught in

accordance with the Diné educational philosophy (primarily in the realm of *líná*).

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

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

This is the second of two introductory courses in which students examine assessment, planning, implementation, and evaluation in public health. The course focuses on implementation and evaluation as carried out in epidemiology, environmental health, health education and promotion, and health services administration. It is taught in accordance with the Diné educational philosophy (primarily in the realm of *líná* and *Siihasin*). In this course students will work with instructors to develop a class intervention to a public health issue on the Navajo Nation. This step by step process will give students the opportunity to put the assessment and planning stages of public health programming into practice.

PUH 289 Public Health Emergency Preparedness (4)

This focused course covers practical knowledge, steps, and considerations relating to preparation for any potential public health emergency in the Navajo Nation. The course is based on online materials originally developed by the Arizona Center for Public Health Preparedness at the University of Arizona, adapted by Diné College to the Navajo Nation environment. There are no prerequisites, but prior completion of PUH 111 is recommended.

PUH 300 Health and Human Disease (3)

Prerequisites: BIO 181, 201, 202 or concurrent enrollment, PUH 111.

An understanding of the biological and cultural basis of disease is critical to public health practice. Public health addresses biological, physical, chemical, behavioral, social, and cultural factors associated with individual and population health and, in recent years, health disparities over the life course. This course will focus on the fundamental principles relating to the etiology, nature, prevention, and control of both communicable and non-communicable diseases. Coursework will provide an overview of major diseases, their classification, causes, diagnosis, and treatment. Students will apply biological principles to public health research studies in order to understand the applied biology related to health and disease. Students will also learn indigenous etiologies of disease, screening, and treatment with a focus on traditional Navajo medicine. Students will learn to critically examine how we understand disease and to appreciate the multiple ways of diagnosing and treating disease in different public health settings.

PUH 345 Theories of Health Behavior (3)

Prerequisites: PSY 240, PUH 111.

The purpose of the course is to provide students with an understanding of the application of the social and behavioral sciences to health. The course is designed to introduce students to some of the major theories, models, and conceptual frameworks that are frequently used to plan health promotion and disease prevention interventions that target behavior at the individual, interpersonal, community, and societal levels of intervention. This course will emphasize research on health behavior theory and American Indian and Alaska Native populations. Such research critiques Western based theory and highlights the role that traditional beliefs and practices play in understanding behavior and decision-making among indigenous groups.

PUH 350 Global Indigenous Health (3)

Prerequisites: Completion of PUH 111 and ENG 101 or concurrent enrollment.

This course introduces the theories, perspectives, and methods of global health through an exploration of the health of indigenous groups around the world. Topics to be addressed include the global burden and distribution of disease and mortality, determinants of health status and health inequalities, the development

of global health policies, and the implementation of global health interventions. Emphasis will be placed on indigenous notions of health and disease and global health systems unique to groups in different cultural settings.

PUH 355 Health Disparities (3)

This course will give students a beginning knowledge of the literature on health disparities and a solid understanding of some of the causes of these disparities. Students successfully completing the course will be able to describe and analyze the patterns of health disparity affecting various racial/ethnic, gender, income and sexual orientation groups, including health indicators, rates of disease, and health-related behaviors. They will also use theoretical strategies to understand/explain health disparities. Students will also describe and analyze the determinants of health disparities for American Indian groups, including social, political, and economic factors. This course will use examples of health disparities on the Navajo Nation as well as the many positive community-based strategies to address these disparities and decrease their likelihood in the future.

PUH 360 American Indian Maternal, Child, and Sexual Health (3)

This course introduces students to the principles and practices of public health in the areas of maternal and child health and sexual health. Using the life course perspective, the course examines how infants, children, women and families develop in the context of biologic and social determinants of health, as they play out over a lifetime and across generations. The focus of this course will be American Indian/Alaska Native (AI/AN) women and their families including traditional notions of women, the body, pregnancy, childbirth, family, and children's health. Selected current topics—such as asthma, adolescent pregnancy, infant mortality, and childhood obesity among AI/AN populations—are studied in depth and used to illustrate how problems are understood, their distribution in diverse populations, and the content and quality of programs required to address them. Throughout the course, special attention is given to the impact of poverty, poor access to health care, and racial inequalities on the health of AI/AN families, as well as to the strengths that individuals and communities among indigenous groups bring to the creation of solutions.

PUH 385 Mental Health Issues in Public Health (3)

Prerequisites: PSY 240, PUH 111.

This course is designed to help students think critically about the identification and treatment of mental illness in the United States. Students will explore current public health research and programming surrounding the definition, prevention, and treatment of mental illness. Central to this approach is the understanding that mental illness and its diagnosis is culturally situated. Navajo concepts of mental health and healing will be integral to student understandings of all of the aspects of mental health introduced in this course. This course will also explore how our beliefs about mental illness and the mentally ill have influenced our approaches to policy, systems, services, and treatment. Special attention will be paid to mental health issues and treatment options among American Indian and Alaska Native populations and especially to those issues affecting the Navajo Nation.

PUH 391 Seminar in Public Health (3)

In this seminar, students are introduced to community health issues (especially in the Navajo Nation) and to problems faced in health care systems and health care delivery. Topics covered may include emergency services, the delivery and referral systems (both tribal and federal), and challenges, including alcohol use and abuse, illicit drug use, and mental health. The focus of the topics of this course will be on research, past and present, in public health on the Navajo Nation. Projects will be selected based on research that has been reviewed by the IRB. Exposure

to ongoing research projects and research projects and researchers will enable students to see public health research in action and give them experience with both the process and the product of research.

PUH 395 Epidemiology (3)

Prerequisite: MTH 110 or 118 and PUH 111.

A basic introduction to epidemiology and biostatistics is provided in this mathematics-based course. Students are guided in identifying relevant and appropriate public health data and information sources. A special focus is on relationships of risk factors and disease outcomes, with attention to the health priorities of the Navajo Nation. The course also introduces students to epidemiological research designs and measures, and ways in which they influence public health decision-making.

PUH 490 Public Health Research Methods (4)

Prerequisites: Knowledge of basic mathematical concepts (MTH 110 or 114), BIO 181 or above, and some computer literacy skills, ENG 101 and a Social and Behavioral Sciences course are recommended.

This research method courses covers basic concepts in public health, health promotion, and disease prevention, including its cultural aspects. The design and implementation of qualitative and quantitative research are covered, including hypothesis development, research design, development of research protocols, data analysis using computer software packages, and presentation of results. This course will be part of the capstone experience for the Bachelor's degree in Public Health. This course will finish with a final project that will be the culmination of all of the student work in public health at Diné College. The project will encompass professional level work in public health and will be partially evaluated by an external evaluator who is a professional in public health.

PUH 497 Public Health Research Methods Practicum (3)

Prerequisites: PUH 490 or concurrent enrollment.

PUH 497 is a capstone practicum experience for advanced students in public health. This field experience will be offered over the course of a semester and will finish with a final project that will be a culmination of all of the student work in public health at Diné College. Students will utilize public health knowledge and skills acquired during their upper level coursework. The project will encompass professional level work and will be partially evaluated by an external evaluator who is a professional in public health.

PUH 498 Indigenous Health Research Methodologies (3)

Prerequisites: NIS 111, 221, PUH 111, 395 (Epi) 370, 380 or concurrent. Enrollment.

This course will acquaint students with indigenous research concepts and issues. We will introduce basic concepts in qualitative and quantitative research designs and their application to research in Native communities, with illustrations from ongoing research studies to provide practical examples of a variety of research designs and their application. We will introduce research methods that are informed by Indigenous ways of producing and sharing knowledge, ethical considerations, collaborative research design with Indigenous communities and peoples, the sharing of research materials and outcomes, multi-vocal authorship, learning to integrate responsibilities as a researcher, and the respect for cultural property rights and ownership. Such methods will prepare students to develop a better understanding of, and professional capacity for effectively and collaboratively working with Indigenous communities, to deconstruct a long history of "colonizing" research, and to build reciprocal, respectful, and mutually beneficial relationships between researchers and Indigenous communities. Participants will be given an opportunity to develop research questions and study designs to obtain practical experience with the principles taught during the course.

SOCIOLOGY (SOC)

SOC 111 Introduction to Sociology (3)

Prerequisite: ENG 101.

SOC 111 is a general introduction to sociological perspectives. Discussions of social institutions, class, power, conflict, change, culture, and socialization are integral to the course. The course emphasizes general education special requirements in ethnic/race/gender awareness (ERG).

SOC 205 Qualitative Research Methods (3)

Prerequisite: ENG 101.

This course introduces students to methods of conducting research into human societies and provides guidance and supervision as students conduct research in local communities.

SOC 210 Deviant Behavior (3)

Prerequisite: ENG 101.

This course examines behavior not accepted nor approved by the society in which it occurs. It considers methods by which deviant behavior is studied, as well as theories of deviancy offered by sociologists, anthropologists, and psychologists. The course may focus on Navajo drinking behavior in its normative and deviant forms. It emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOC 215 Native Americans in American Society (3)

Prerequisite: ENG 101.

This course is a general review of current living conditions, roles, statuses, and images of American Indians. Faculty and students analyze social and cultural change and conflict. It examines the growth of urban indigenous groups and their adjustments to urbanization, as well as the social, economic, and political achievements of Native Americans. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 220 Criminology (3)

Prerequisite: ENG 101.

Criminology is an examination of crime, theories of criminal development, type of offenders, crime statistics, and incarcerated penology. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOC 225 Marriage and Family in a Changing Society (3)

Prerequisite: ENG 101.

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

SOC 230 Racial and Ethnic Relations (3)

Prerequisite: ENG 101.

This course examines minority and dominant group relations in the U.S. It explores patterns of prejudice and discrimination against racial and ethnic minorities, and assimilationist policies of the federal government and their impact on American Indians and the Navajo experience. SOC 230 emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 260 Drug and Society (3)

Prerequisite: Minimum Grade of 'C' in ENG 101.

This course examines drugs as a social problem. It considers the social-cultural factors that contribute to the use and abuse of drugs and the effects upon the individual and society. Reviews prevention, intervention and treatment. Surveys policies regarding drug related issues.

SOC 275 Social Stratification (3)

Prerequisite: ENG 101.

This course examines the unequal distribution of power, resources, income, and life changes in society. It analyzes economic and social classes, racism, ethnic stratification, colonialism within the U.S., gender stratification, and the changing position of women in society. It reviews the effects of poverty on individuals and communities. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOCIAL SCIENCE (SSC)

SSC 110 General Social Science (3)

This course is an introduction to the core disciplines of the social sciences: anthropology, geography, political science, economics, history, sociology and psychology. At the end of this course, students will be familiar with the questions, basic concepts, and methods of study of said disciplines. Furthermore, as an introductory class, SSC 110 also emphasizes fundamental academic and critical thinking skills. As students continue to explore the social sciences as well as the concepts and terms common to the study of human societies, students will also utilize said disciplines to further understand global and local Indigenous social realities.

SOCIAL WORK (SWO)

SWO 111 Social Work as a Vocation (1)

Prerequisite: ENG 101 or concurrent enrollment.

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

SWO 211 Introduction to Social Work (3)

Prerequisite: ENG 101.

SWO is a continuation of SWO 111. This course offers an introduction to values, ethic, skills, and knowledge pertaining to social work. Social systems theory is emphasized.

SWO 242 Community Social Service Skills (3)

Prerequisite: ENG 101.

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

SWO 243 Community Social Services and Culture (3)

Prerequisite: ENG 101.

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

SWO 250 Client Processing (3)

Prerequisite: ENG 101.

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

SWO 295 Field Experience I (3)

Prerequisite: ENG 101.

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

SWO 296 Field Experience II (3)

Prerequisite: ENG 101.

A continuation of SWO 295 with more advanced experiential applications.

THEATER (THR)

THR 101 Introduction to Theater (3)

A survey of theater, including basic elements and principles of production, styles, and historical perspectives of theater, dramatic literature, and criticism.

THR 102 Introduction to Acting and Storytelling (3)

The course will incorporate fundamental techniques of acting and storytelling through physical and vocal expression, improvisation, and monologue scene work, with an emphasis on characterizations and performance. A class performance of a dramatic production will be the course culmination.