

Diné College

2009-2010

General Catalog

The Higher Education Institution of the Navajo Since 1968

Message from the President

Yá'át'ééh shik'éeí dóó shidine'é dóó t'áá ałtso bila' ashdlá'ii.

Axéhee'. Ts'ídá áłtsé bikágí yishtłizhii bidziilgo ółta' haalwodígi kwe'é ha'di'nilaa. Dízdiin nááhái ółta' yilwolgo binahjì' t'óó ahayóí dikwíí dimííł t'áá Diné dóó bikágí ałtah áát'eelii t'áá nááhwiiz'áá nt'ée' da'íłta'.

Diné College nitsaago óhoo'aahígíí ła' nihá bíinááneilts'id. Díí' nááhajì' naaltsoos yidoobjìłgíí baa hoolzhiizh. Áłchíní yázhí nanitínígíí bóhoo'aahígíí néhébìjìh bikék'eh ahoolyaa. Naadiin ałhée'íłkid bíighahgo wódahgo bíhwiidoo'ááł'ígíí nihá ałkéé' niinil. Naadiingo ałhée'íłkidgo ałkéé'niinilígíí t'áá Naabeehó be'ó'ool'jìł nít'i'jì ałkéé' niinil.

Diné College yéego bits'áádóó óhoo'aah dooleel. Doo ts'ídá ła'á yáál bááh íłjìgo íhwiizhdool'ááł. Bíhwiizhdoo'ááłgíí Iiná bindii'a' Sá'ah Naaghái Bik'eh Hózhóón binahjì' íhwiizhdool'ááł. Nitsáhákees bóhoo'á'ígíí ts'ídá atł'áhí nilí. Naabeehó díí yinahì' át'é. Tsídidiinjì' íhwiizhdool'ááł.

Shí sézìídóó ts'ídá baa ahééh nisin. Kwe'é tsídá náásgóó óhoo'aah bá haz'á dóó díí biké'tl'ah ahozhdoolííł. Díí' nááhái naaltsoos yizhdoolbìjìł. Yá'át'ééhgo da'íídóółtah dóó bídanohdlìjìgo áko axéhee'.



Ferlin Clark

April 2009



Message from the President

Yá'át'ééh!

Welcome to the first tribal college in the country- Diné College! For more than 40 years Diné College has been educating thousands of Diné and non-Diné students from across the country and the world.

In this historic year at Diné College, we are implementing our first Bachelor of Arts degree in Elementary Teacher Education and have added 36 hours of upper undergraduate courses in Diné Studies which are not available at other institutions. These courses expand the diverse list of subjects we currently offer like culture and language, health, social work, business, humanities, mathematics, science, history, political science, and computers.

At Diné College we not only offer quality learning at an affordable cost but also the knowledge to achieve a balanced education through our philosophy of Sa'ah Naaghái Bik'eh Hózhóón. This unique and invaluable philosophy is the foundation of Diné life and a path to lifelong success in education, family, health and well being, and spirituality.

I thank you for choosing Diné College, it truly is a great place to start and a great place to get your degree. I wish you a great academic year that is intellectually stimulating.

Axéhee',



Ferlin Clark

April 2009



Administration

Ferlin Clark, President

Ph.D. University of Arizona, Ed.M., Harvard University, B.A., Fort Lewis College

Ronald R. Belloli, Vice President of Administration & Finance

B.S. Wayne State University, CPA

Curtis Ray Benally, Vice President of Institutional Advancement

M.F.A. University of Oklahoma, B.F.A., Weber State University

Janel Hinrichsen, Interim Vice President of Academic and Student Affairs

Ph.D., M.A. & B.A., University of Kansas

Wesley K. Thomas, Academic Dean, Humanities and Social/Behavioral Sciences

Ph.D., M.A. & B.A., University of Washington

Priscilla Weaver, Academic Dean, Business and Math/Science/Technology/PE

M.A. & B.S., New Mexico State University

Priscilla Leonard, Dean of Student Services

M.A. & B.A., Northern Arizona University



Message from the Board of Regents

Diné College invites you to join the many students who are taking advantage of the unique opportunities the College offers to its students. You are most welcome to Diné College “where your future begins.” The College staff and faculty are most willing to help you with the different support services as well as provide you individual advisement to map out a program that fits your need and desire. They are ready to serve you and please don’t hesitate to use their services and advice. This year’s catalog is an instrument prepared for your use and trust you will use it to design your program.

One of the priorities of the Navajo Nation is education. As such, it has become very important to not only the Navajo Nation, but also to each and every household across the reservation to encourage their young people to pursue an education. The Nation recognizes there are many talented young people in our schools as evidenced by their achievement of different academic and extra curricular activities recognition and awards. Diné College wishes to invite these achievers to come to Diné College for a unique and unparalleled education and life experience.

Additionally, the Navajo Nation recognizes those young and talented people who may not have been publicly recognized with awards in high school but have great potential. Diné College’s door is also open to these students so they may expand their potential in meeting the college challenge but most important a rewarding career waiting at the end.

The Navajo Nation is impacted by the declining economy that is sweeping across the country. Thus, education becomes of greatest importance and we, the Diné College Board of Regents, urge you to take a giant step for yourself and family for a better future by continuing your education.

We wish you the best in your endeavors.

Fannie L. Atcitty, President, Northern Navajo Agency;
Laurence Gishey, Vice President, Fort Defiance Agency;
Loretta Draper, Secretary/Treasurer, Central Navajo Agency;
Clinton Jim, Member, Eastern Navajo Agency,
TBA, Member, Western Navajo Agency;
Andy Ayze, Member, Chairman, Education Committee of the Navajo Nation Council;
Andrew Tah, Member, Superintendent, Department of Diné Education;
Andrethia Bia, Member, President, Associated Students of Diné College

April 2009

Message from Associated Students of Diné College

Ya'at'ééh, Freshmen, Juniors, returning students, former students, athletics, veterans and all students of Diné College.

We are the Associated Students of Diné College; we are given this opportunity to introduce you to the first and oldest tribal college on the Navajo Nation.

Student Government (ASDC) is where you can gain leadership skills and make your footprints here, where you as a student will accomplish stability, knowledge, and leadership.

- Accomplish stability with the tools that will be gained in Navajo language, reading and writing as well as in Diné Education.
- Gain knowledge by taking the opportunities to become a creative writer, critical thinker and leader.
- All students, veterans, single parents, those who are disabled, honor students are leaders when they voice their opinions, encourage and support others, and resolve each new dilemma.

Diné College is a wonderful place to help you find your true self-identity. You meet new people within a friendly atmosphere, enjoy the nice scenery around the campus and participate in events of activities.

Our motto is, "Students Helping Students," which encourages students of each campus and enhances your social well-being along with involvement with the students. ASDC is a great place where you will be advocating on the students' behalf and get the student's voice heard. This makes a difference. It is a stepping stone for us as we go out in the world. We hope it will be for you as well.

You gain from attending classes, events, activities and the many opportunities offered here at Diné College. You will gain the knowledge, skills, determination, and motivation to continue working towards your future plans and goals. We welcome you again in becoming a Diné College Warrior, and encourage you to continue building your own place in the world.

Associated Students of Diné College 2008-2009 Officers:

President—Andrethia "Mollie" Bia
Vice-President—Tanya Ben
Secretary—Derren Leonard Wauneka
Treasurer—Deanna Lynn Wauneka
Activities Chairperson—Altyn Burnside

April 2009

Table of Contents

Diné College at a Glance	2
One College Multi-Sites	4
Academic Calendar for 2009-2010	5
Admissions	
Letter of Acceptance	6
Transfer Students Admission	6
Re-admission	6
High School Concurrent Enrollment	6
Dual Enrollment	6
International Students	6
Non-Degree Seeking Students	7
Denial or Cancellation of Admission	7
Placement Tests	7
Registration	
Warrior ID for Computer Use	8
Financial Aid & Scholarships	8
Degree Checklist	
Catalog under Which a Student May Graduate	9
Academic Standing	
Class Attendance	9
Enrollment Status	9
Satisfactory Academic Progress Policy (SAP)	10
Mid-term and Final Examinations	10
Participation in College Activities	10
Withdrawal from the College	10
Academic Integrity	10
Plagiarism	10
Transcripts	11
Academic Recognition	11
Graduation	
Commencement	12
Graduation Requirements for an Academic Degree	12
Graduation Requirements for a Certificate	12
Graduation Process	12
Graduation Petition	13
Reading Proficiency Requirement for Graduation	13
Petition for Course Substitution	13
Graduation Honors	13
Graduation Regalia	13
Academic Policies on Courses	
Course Load	14
Course Change or Cancellation	14
Audit Policy	14
Adding a Course	14
Dropping a Course	14
Drop by Instructor	15
Repeating a Course (R)	15
Grade Point Average (GPA) System	15
Credit-by-Examination	15
Military Service Credit	15
Academic Policies on Grades	
Final Grades	16
Change of Grade	16
Academic Appeals	16
Academic Probation	16
Academic Suspension	16

Degrees and Certificates	17
Course Designators	18
General Education Program Requirements	19
Associates of Arts Degree Programs	
Business Administration	25
Computer Information Systems	26
Diné Studies	27
Early Childhood Education	28
Elementary Education	29
Fine Arts	31
Liberal Arts	32
Navajo Language	33
Social and Behavioral Sciences	34
Social Work	35
Associate of Science Degree Programs	
Public Health with Options	36
Science Degrees with Options	38
Associate of Applied Science Degree Programs	
Business Management	45
Office Administration	46
Bachelor of Arts in Elementary Education for General Classroom Teachers Program	47
Certificate Programs	
Office Technology	49
Small Business Management/Entrepreneurship	49
Public Health	50
Course Descriptions	51
Fees and Payments	
Tuition Costs	84
Resident/Dorm Costs	84
Other Fees	86
Billing of Tuition and Fees	86
Payment Options	86
Deferred Payments	86
Financial Aid and Scholarship Services	
Financial Aid Application Procedures	88
Financial Aid Satisfactory Academic Progress Policy (SAP)	88
Satisfactory Academic Progress & Completion Rates	88
Financial Aid Refund and Repayment Policy	90
Right to Appeal & Financial Aid Appeals Committee	90
Student Consumer Information	90
Student Services General Information	
Student Rights and Responsibilities	90
Campus Safety	90
Health Services	90
Veterans' Assistance	91
Students with Disabilities	91
Student Complaints	91
Married Student and Single Parent Housing	91
Guest Housing	91
Meal Plan for Residential and Commuter Students	92
Childcare Services for Dependent Children (Tsaile only)	92
Resources to Support Student Learning	92
Learning Centers	92
Ned Hatathli Museum	93
Libraries	93
Associated Students of Diné College (ASDC)	93
Student Clubs and Organizations	94
Eligibility for Intramural Activities	95
Eligibility for Intercollegiate Sports	95
Faculty and Staff	101

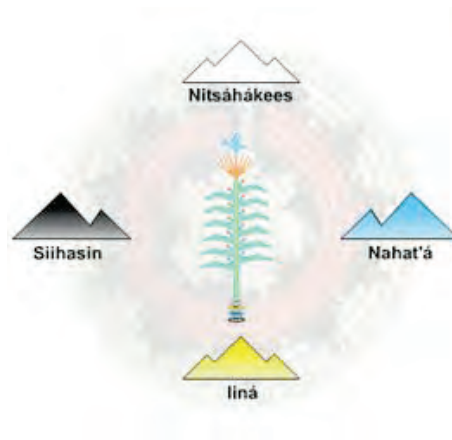
Contributors to the 2009-2010 College Catalog

This College Catalog is a result of a strong collegial effort by many employees of the College who are dedicated to ensuring that it is accurate and comprehensive. By doing this, they have contributed to helping students, faculty, staff, and administrators as well as the larger educational community in high schools, colleges, and universities better understand and utilize the resources of Diné College. Axéhee'!

Our Mission

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

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



Diné College at a Glance

Educational Philosophy

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

History

Diné College (Navajo Community College) was established in 1968 as the first tribally-controlled community college in the United States. In creating an institution of higher education, the Navajo Nation sought to encourage Navajo youth to become contributing members of the Navajo Nation and the world society. Under the direction of a ten-member Board of Regents confirmed by the Government Services Committee of the Navajo Nation Council, the College serves residents of the 26,000 square mile Navajo Nation, which spans the states of Arizona, New Mexico, and Utah. As a postsecondary educational institution, Diné College awards associate degrees, a bachelor degree, and certificates in areas important to the economic and social development of the Navajo Nation.

Academic Assessment

Diné College has a comprehensive academic assessment program to measure student learning and student development. Its purpose is to specify measurable student learning outcomes in accordance with the College mission, assess student learning in terms of the outcomes, and use the results to improve academic programs. Students are required to participate in assessment activities periodically during their studies at Diné College. Data are collected when students enter the College, and additional data may be gathered each semester and prior to graduation. Assessment activities may include surveys, essays, tests, portfolios, or other artifacts collected. Student responses are confidential and anonymous and do not affect grades in any way.

Accreditation

Diné College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools; 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; (800) 621-7440; <http://www.hlcommission.org>. The College holds memberships in the Rocky Mountain, Arizona, New Mexico, Pacific, and American Associations of Collegiate Admissions, the American Indian Higher Education Consortium, and, the Association of American Junior and Community Colleges.

Academic Rigor and Faculty Oversight

To ensure academic vitality, accountability, and consistency Diné College utilizes standing academic committees. Faculty members from each division and appropriate staff engage as a committee with a specific purpose. Faculty assignments are designated by the Division. Committee members are responsible to ensure review and adherence, and to recommend approval of academic-related functions in conjunction with College administration. Standing Committees have a critical role in the accuracy of the College Catalog information as well as how it comprehensively reflects Diné College academic policies and procedures. Standing Committee Chairs report directly to the Vice-President of Academic and Student Affairs.

Academic Year 2008-2009 Standing Committees:

Academic Standards: Chair, Ky Travis
 Curriculum Committee: Chair, OJ Vecenti
 General Education Committee: Chair, Robert Hurley
 Assessment Committee: Chair, Anne Campbell
 Liberal Arts Committee: Chair, Rob Meyer

Foundation Studies (FST)

Foundation Studies provides students academic support to attain college-ready skills in reading and writing, and in the discipline of mathematics. Support also is provided to encourage college success through focusing on time management, note taking, test taking, and active listening skills. The Foundation Studies courses bridge academics to careers and vocations and are provided at all campuses.

Non-Discrimination Policy

Diné College does not discriminate on the basis of race, ethnicity, religion, national origin, sex, age or disability. The College complies with the Civil Rights Act of 1964, the Title IX of the Education Amendment Act of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act of 1975, the Age Discrimination in Employment Act of 1967, as amended, and, the Navajo Preference in Employment Act. Equal opportunity for employment and admission is extended to all persons.

Drug-Free Campuses and Centers Zero Tolerance Policy

In accordance with the drug-free school policy of the College and the Navajo Nation and with the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), the College is committed to prohibiting the use of alcohol and illegal drugs by students and employees. Smoking and the use of smokeless tobacco are also prohibited in College buildings and vehicles.

Family Education Rights and Privacy Act (FERPA)

Diné College ensures students' identification and records are protected. Social Security or Student ID numbers are used for students' identification and records only. The Family Education Rights and Privacy Act (FERPA) of 1974 protects the privacy of such information. The College provides student access to specified official records related to the student and an opportunity to change such records if they are inaccurate.

To insure that student rights are upheld, students are required to file requests for non-disclosure on an annual basis if withholding of directory information is desired. Such requests will be honored for one academic year. Only the Office of Records & Admissions and other authorized personnel have access to student files. Authorized personnel are individuals employed by the College in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel); individuals or company with whom the College has contracted (such as an attorney, auditor, or collection agent); individuals serving on the Board of Regents; or students serving on an official committee or assisting another school official in performing his or her tasks.

For additional information regarding FERPA: 1-202-260-3887 (voice), 1-800-877-8339 (TDD)
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html> or you may contact FERPA at the following address:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5920

Disclaimer

Terms, conditions, fees, course offerings, admissions, graduation requirements, college rules and regulations, college calendar and other regulations affecting the student body set forth in this catalog are in accordance with information available at the time of publication. Diné College reserves the right to change these conditions when necessary.

One College Multi-Sites

The main campus of Diné College is located at Tsaile (Tsééhíí), Arizona, which can be understood in English as the “place where the stream flows into the canyon.” Arizona regional sites include Window Rock, Chinle, Ganado, Kayenta, and Tuba City. New Mexico sites are Shiprock and Crownpoint.

All locations offer educational courses and programs to support post-secondary learning and to prepare students for further study or future employment. General Education courses are offered at all locations and each Diné College site offers courses for degree programs. Pre-college preparation and courses in Navajo language, history, and culture is offered at all locations. Tsaile Campus serves both residential and a commuter students. It is also the administrative center for the College. Each Diné College site provides educational opportunities, academic advisement, career counseling, and assist with financial aid applications.

Designed in the circular, holistic tradition of the Navajo hogan, Tsaile campus reflects the strength of Navajo culture. Administrative, instructional, residential, and library facilities are situated in reference to traditional Navajo beliefs, creating an environment conducive to growth and academic success.

The Bureau of Indian Education and the Navajo Nation are the primary sources of revenue for the College. The states of Arizona and New Mexico as well as grants from public and private sources augment Diné College’s revenue.

	Address	Phone/Fax Number
Tsaile	1 Circle Drive Tsaile, AZ 86556	928-724-6672 928-724-6613 fax
Shiprock	1228 Yucca Drive, PO Box 580 Shiprock, NM 87420	505-368-3506, 3606 505-368-3519 fax
Chinle	PO Box 1997 Chinle, AZ 86503	928-674-3319 928-674-8488 fax
Crownpoint	PO Box 57 Crownpoint, NM 86313	505-786-7391 505-786-5240 fax
Ganado	PO Box 387 Ganado, AZ 86505	928-755-3555 928-755-3403 fax
Kayenta	PO Box 1790 Kayenta, AZ 86033	928-697-8537 928-697-8545 fax
Tuba City	PO Box 1716 Tuba City, AZ 86045	928-283-5113 928-283-5350 fax
Window Rock	PO Box 1924 Window Rock, AZ 86515	928-871-2230 928-871-2395 fax

Visit our website at www.dinecollege.edu. Call our toll-free number, 1-877-988- Diné (3463), for information and weather-related closings or delays.

Academic Calendar for 2009-2010

Fall, 2009 Academic Calendar

Mar. 16	Registration begins for Fall Semester and Summer Sessions
Aug. 9	Student Orientation (1-4:00pm)
Aug. 23	Residence Halls open (9:00am)
Aug. 24	Instruction begins (Week 1)
Aug. 24-25	Late registration w/late fee charge
Aug. 28	Last day to add course(es)
Sept. 7	Labor Day Holiday. No classes held.
Sept. 11	Last day student may withdraw from a course without a "W" grade
Sept. 18	Intercampus Day in Shiprock, no classes held.
Oct. 12-16	Midterm exams
Oct. 16	Last day student may withdraw from course with "W" as grade
Oct. 19	Registration begins for Spring 2010 semester
Nov. 20	Graduation petitions due for May 2010 Graduation. See Fees and Payments section for charges.
Nov. 20	Last day for instructor drop
Nov. 26	Thanksgiving Holiday. No classes held.
Nov. 27	Navajo Nation Family Day, No classes held.
Dec. 10	Last day of Instruction (End of Week 16)

Spring, 2010 Academic Calendar

Oct. 19	Registration begins for Spring Semester
Jan. 10	Residence Halls open (9:00am)
Jan. 11	Instruction begins (Week1)
Jan. 11-12	Late registration w/late fee charge
Jan. 15	Last day to add course(es)
Jan. 18	MLK Holiday. No classes held.
Jan. 22	Late graduation petitions due for May 2010 graduation. See Fees and Payments section for charges.
Jan. 29	Last day student may withdraw from a course without a "W" grade
Feb. 19	Intercampus Day in Tsaille, no classes held
Mar. 1-5	Midterm exams
Mar. 5	Last day student may withdraw from a course with "W" as grade
Mar. 8-12	Spring Break for all sites (This is the week after midterm exams.)
Mar. 22	Early registration begins for Summer and Fall semesters
Apr. 16	Last day for instructor drop
Apr. 21	Student Achievement Awards (6:00pm)
May 5	Last day of instruction (End of Week 16)
May 6	Commencement at Tsaille Campus

Summer Sessions, 2010

Session 1: June 1 - July 2	Session 2: July 6 - Aug 6	
Jun 1	July 6	Residence Halls open (9:00am)
	July 5	July 4th holiday, no classes held
Jun 1	Jul 6	Instruction begins
Jun 2	July 8	Last day to add course(es)
Jun 11	July 16	Last day to withdraw from course(es) without a "W" grade
Jun 18	July 23	Last day to withdraw from course(es) with a "W" as grade
Jun 25	July 30	Last day for instructor drop
July 2	Aug 6	Last day of instruction

Admission Policies and Procedures

Admission Requirements

Students seeking admission to the College may obtain an admissions packet at any College location, online at www.dinecollege.edu or by contacting the Records & Admissions Office 928.724.6630. (See Fees and Payments section of this Catalog for specific costs.) The following items will need to be submitted:

- A completed Diné College admission application.
- Official Certificate of Indian Blood or enrollment card for all American Indian students.
- Official college transcript(s) from other institutions, if applicable.
- Official high school transcript or official test scores of General Education Development (GED).

Letter of Acceptance

Students fulfilling admissions requirements will receive official notification from Diné College as a Letter of Acceptance sent through the mail.

Transfer Students Admission

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

Re-admission

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

High School Concurrent Enrollment

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

Dual Enrollment

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

International Students

International students applying to Diné College must contact the Office of Records & Admissions at 928.724.6630 for information on the application process and requirements. Diné College does not provide scholarships or financial assistance to international students.

Applicants must submit the following documents in order for the College to issue an I-20. All documents must be translated into English.

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

The College may award an international student who meets eligibility requirements to participate in intercollegiate sports.

Non-Degree Seeking Students

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

Denial or Cancellation of Admission

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

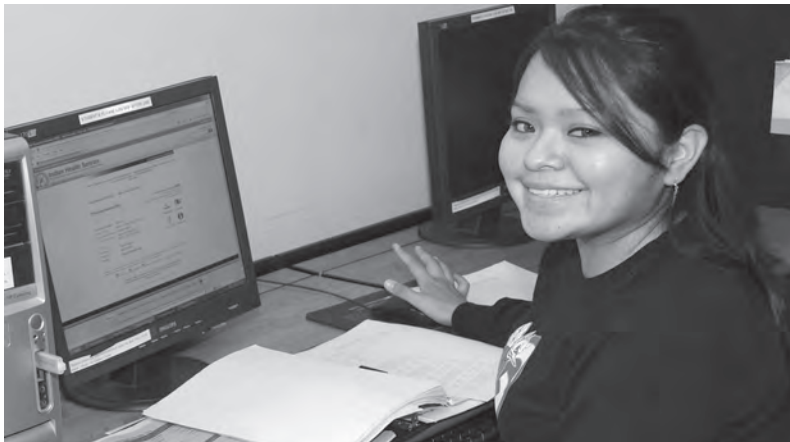
Placement Tests

Diné College requires all new students to take placement tests in reading, writing, and mathematics areas unless they have an associate's degree or greater or if they transfer credits from another institution confirming success in English and/or mathematics courses. Tests must be taken by a student prior to or during registration. The degree of proficiency in these areas is one of the criteria in determining eligibility for taking specific college courses. Students are expected to accept the course placement indicated by their test scores. If a student feels he or she should be placed into a higher course, the student should follow Learning Center protocols to challenge the tests before registering for classes.

Exceptions may be made for transfer students who have successfully completed English, mathematics, or reading at another institution upon presentation of an official transcript of previous coursework. The Office of Records & Admissions shall determine the validity of the transfer grade(s). Transfer students who cannot show proof of previous coursework in English, mathematics, or reading must take the placements tests.

For all students, a passing score on the reading test or evidence of successful completion of the College's series of reading courses is a graduation requirement. (See Reading Proficiency Requirement for Graduation section in this Catalog).

The Placements Tests are administered at all sites. Contact the Learning Center at Tsailé (928.724.6725) or Shiprock (505.368.3564).



Registration

Registration (enrolling) for courses each semester is conducted at all sites. A registration fee is required for all applicants (See Fees & Payments section in the Catalog for costs). Students are encouraged to pre-register each semester. Students must meet with an academic advisor who will provide guidance on academic Programs of Study. Students are not permitted to attend class sessions or participate in class activities unless they are officially admitted and registered in the course(s).

College ID Card

College identification (ID) card for students, faculty and staff are used by campus departments for a wide range of activities including meal plans, library materials checkout, sporting and cultural events, entrance exams, and other services. The ID Card is issued during college registration periods. A current class schedule is required to obtain a college ID. For the Tsaile and Shiprock campuses, students can obtain an ID card from the Student Programs Office. For all other locations, check with the Sites for days and times when ID cards are issued.

Warrior ID for Computer Use

All Diné College students are required to have a Warrior ID after registration is complete. A Warrior ID allows Diné College computer use and consists of a user name and password to:

- Access Diné College computers and email account
- Take online classes through Diné College's online learning systems
- Access portions of the Diné College website which are restricted to, and personalized for, students, such as viewing grades and financial information, printing class schedules and unofficial transcripts.

To obtain a Warrior ID students must present a College ID card or class schedule to the Information Technology (IT) office in Tsaile, Shiprock campuses or at regional site.

Financial Aid & Scholarships

Non-cash paying students must have a Financial Aid Award Notification to be eligible to defer their tuition and fees and to charge their books at the bookstore at the Tsaile and Shiprock campuses. (See the Financial Aid section of this Catalog for more information).

Tuition and Fees

(See the Fees and Payment section of this Catalog for more detailed information).

Student Activity Fee

Students registering at Tsaile, Shiprock, or Tuba City are charged a student activity fee which is non-refundable. (See Fees and Payments and Student Activities sections of this Catalog for more information).

Ability-to-Benefit Test

An individual who does not have a high school diploma may take an "Ability to Benefit" test available at any of the College's placement testing sites. The individual must obtain minimum passing scores to qualify for Title IV Financial Aid funds. For additional information, contact one of the Learning Centers or the Financial Aid Office.

General Academic Policies

Definition of a Semester Hour

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

Degree Checklist

All degree-seeking students need to have a plan for taking courses that will lead to a degree through Diné College, or as a group of transferrable courses to go to another college or university. This plan (academic degree program) is referred to as a Degree Checklist and includes general education requirements as well as major or program requirements. For example, a student planning to get an Associate of Arts degree in Business Administration will be taking courses each semester focused in general education as well as courses in business, mathematics, and economics.

The Degree Checklist should be completed by a student with an academic advisor in the first semester at the College. It should be reviewed each semester prior to the student selecting courses for registration. The list of courses indicated on the Degree Checklist are in the Academic Degrees and Certificates section in this Catalog.

Catalog under Which a Student May Graduate

To maintain Catalog rights for courses required for graduation in a specific program, students must remain in continuous attendance. Continuous attendance is defined as attendance in at least one course at Diné College for one semester in any one calendar year. Students may choose to qualify for graduation under the requirements in effect either at the initial enrollment or during subsequent terms of continuous enrollment. Note: Students who have not made satisfactory academic progress or have been academically disqualified may lose continuous attendance rights. Advisors and students use the Degree Checklist to track courses students need to take toward graduation.

Academic Standing

Students must maintain a minimum of a 2.00 cumulative grade point average (CGPA) throughout their program of study. When students receive final grades of A, B, C, D, or F, they are considered credit hours attempted and earned. W, I or IP grades earn no credits and are not considered hours completed. Transfer credit hours accepted by Diné College are not calculated in the CGPA.

Class Attendance

Students are expected to attend class. Instructors announce and publish attendance requirements in the course syllabus, and have final authority to excuse students from class. Once an instructor excuses a student, he/she must not penalize the student for the approved absence. Conflicts about excused or unexcused absences must be resolved between the student and the instructor.

Students assume responsibility for all absences and must make arrangements with their instructors to make up work. The instructor may drop students with excessive absences from a course. The policy for "instructor drop" must be stated in the syllabus. Students have the option to appeal such drops to the appropriate Division Chair.

Instructors submit 21-day and 45-day rosters verifying attendance to the Office of Records & Admissions. This information is used by the Office of Records & Admissions for institutional reporting.

Enrollment Status

The number of credit hours carried per semester indicates a student's enrollment status. A full-time student carries 12 or more credits per semester and completes a minimum of 24 credits in an academic year. A three-quarter time student carries 9 to 11 credits per semester and completes a minimum of 18 credits in an academic year. A half-time student carries 6 to 8 credits per semester and completes a minimum of 12 credits in an academic year.

Students who have earned less than 32 credit hours of college level courses are classified as freshmen. Students with more than 32 credit hours and no more than 72 credit hours are classified as sophomores.

Satisfactory Academic Progress Policy (SAP)

The Satisfactory Academic Progress policy identifies requirements for satisfactory academic progress as well as guidelines for academic probation and academic suspension:

- Full-time students are placed on academic probation if, upon completion of 12 or more semester credit hours, they have a semester grade point average less than a “C” (2.0). If a student’s number of semester credit hours drops below 12 as a result of an IP grade, the student is still considered to be making satisfactory progress.
- Part-time students who have accumulated 16 or more semester credit hours are placed on academic probation whenever a total of 11 or less semester credit hours of work have been attempted and a cumulative grade point average less than a “C” (2.0) is earned.
- The SAP does not apply to part-time students who have not yet accumulated a minimum of 16 semester credit hours.
- Students on academic probation may take no more than 12 credit hours per semester unless approved by an advisor.
- Students placed on academic probation or academic suspension are subject to additional regulations regarding SAP.
- If students wish to appeal, they should follow protocol provided by the Office of Records & Admissions. Information is available on the College website.

Mid-term and Final Examinations

Mid-term examinations are given approximately halfway through each semester. Midterm grades are used to “touch base” for students to ensure they are successfully meeting course objectives. These grades also allow intervention on student academic progress to help students who may need support to successfully complete the course. Students are strongly encouraged to contact the instructor, academic advisor or Learning Centers for additional support prior to taking exams and to develop and implement strategies to improve their final course grade. Students can access mid-term grades through the Warrior Web. Midterm grades are unofficial and are not part of the students’ official academic record. Students who fail to complete final projects or final examinations may receive a failing grade and jeopardize their academic status.

Participation in College Activities

Participation in official college activities is encouraged and allowed upon approval from faculty and appropriate administrative staff. Students must maintain a 2.00 GPA or better and be current on all course assignments and exams in order to participate in college activities. The Office of Records & Admissions confirms student academic progress on a Grade Check form with instructors. In the event of travel for students, the student must process a Class Release form prior to departure to ensure appropriate notification and approvals are completed.

Withdrawal from the College

A student choosing to drop all course and leave the College must officially withdraw using a Student Withdrawal Form available from the Office of Records & Admissions at Tsaille campus or any Diné College site or can be accessed on the College website. Failure to withdraw properly results in the forfeiture of any refunds, and a grade of “F” is given for each course in progress at the time of an unofficial withdrawal. The Student Withdrawal Form must be submitted to the Office of Records & Admissions with all of the required signatures.

Academic Integrity

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

Plagiarism

The Diné College institutional definition of plagiarism is as follows: A student uses another student’s or another author’s work or ideas (such as those taken from a magazine, newspaper, web site, book, or other source) and submits it without giving that person or source proper credit.

Transcripts

Current students may review their unofficial transcripts at any time by logging in with their Warrior ID. A student may request an official transcript from the Office of Records & Admissions at Tsale Campus by completing a transcript request form. A fee is required for processing official transcripts. (See Fees and Payment section of this catalog for information). The Office of Records & Admissions does not process immediate requests for hand carried transcripts; however, an unofficial transcript may be given directly to the student at no charge. An unofficial transcript can be used for advising purposes. Institutions of Higher Education (IHEs) – colleges and universities no longer accept hand-carried transcripts.

- Transcripts or any other information related to a student's matriculation are not released if the student has an outstanding financial obligation to the College.
- Grades remain on transcripts unless challenged. Discrepancies found which cannot be substantiated by the Office of Records & Admissions must be approved through the appropriate line of authority.
- A student must notify the Office of Records & Admissions in writing and with appropriate documentation of changes in name, address, telephone number, or any other record information.

Academic Recognition

President's Honor List

The President's Honor List recognizes academic excellence each semester. Students must achieve a semester grade point average of 4.00, complete a minimum of 12 credit hours, and receive no grades of "I" or "IP." "Honor" will be noted on the student's transcript.

Dean's Honor List

The Dean's Honor List recognizes academic excellence each semester. Students must achieve a semester grade point average of 3.50 – 3.99, complete a minimum of 12 credit hours, and receive no grades of "I" or "IP." "Honor" will be noted on the student's transcript.

Honorable Mention List

The Honorable Mention List recognizes academic achievement on a semester to semester basis. Students must achieve a semester grade point average of 3.20-3.49, complete a minimum of 12 credit hours, and receive no grades of "I" or "IP." "Honor" will not be noted on student's transcript.



Graduation

Commencement

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

Graduation Requirements for an Academic Degree

A student must:

- have been formally admitted to Diné College.
- have a high school diploma or a General Education Development (GED) certificate.
- have completed all coursework and degree requirements in the program of study.
- have a “C” grade or better in all courses.
- earn twenty-four (24) credit hours of Diné College coursework, which must include a minimum of nine hours in program/major requirements.
- fulfill the reading proficiency requirement.

Graduation Requirements for a Certificate

- A student must have been formally admitted to Diné College.
- Completed all necessary course requirements in the field of study.
- Earned a “C” or better in all coursework indicated on approved Certificate Checklist.

Graduation Process

To be eligible for graduation and to participate in the commencement exercise in May, a student should plan and follow these steps:

- Meet with an advisor on a continuous basis to ensure the requirements for the degree or certificate are being met the semester before the anticipated graduating semester.
- Pick up a Graduation Petition form and Degree Checklist form from the Office of Records & Admissions.
- File a completed Graduation Petition form and Degree Checklist form with the Office of Records & Admissions prior to the deadline. (See Academic Calendars section of this Catalog for specific dates).
- Pay the non-refundable filing fee by the deadline. (See Fees and Payments section of this Catalog for specific information).
- Order cap and gown from the Tsaille or Shiprock bookstore.
- Graduation announcements may be ordered from the Tsaille or Shiprock bookstore, if desired.
- Pay in full all outstanding charges incurred at the College.
- Return all library books and materials.
- Complete the College’s Graduate Student Survey. See Office of Records & Admissions for this survey.

Graduation Petition

Students must complete and file a Graduation Petition with the Office of Records & Admissions by the deadline stated in the academic calendar. A late Graduation Petition accepted after the deadline is subject to a late fee and approval by the appropriate academic administration. Petitions are evaluated by the Registrar and Academic Standards Committee and approved by the appropriate administrator(s).

Reading Proficiency Requirement for Graduation

The attainment of satisfactory skill levels in reading, writing and mathematics is necessary for graduation from Diné College with any degree. Students graduating with a certificate do not need to meet these proficiency requirements unless specified by courses required for the certificate. General education course requirements in English (writing) and Mathematics are designed to foster development of skills in these two areas. Although reading courses do not fill any general education requirements, students must demonstrate, prior to graduation, satisfactory ability to read with comprehension in one of the following ways:

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

Petition for Course Substitution

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

Graduation Honors

Upon graduation, three special academic recognitions are made for the following outstanding cumulative grade point averages (CGPA):

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

Honor cords are worn by these graduates at commencement.

Graduation Regalia

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

Academic Policies on Courses

Course Load

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

Course Change or Cancellation

Diné College reserves the right to change or cancel without notice any scheduled course or to change the day, time, location, or instructor of any course. Appropriate changes to course schedule and billing will be applied. (See Fees and Payments section of this Catalog for details).

Audit Policy

Students must declare their intent to audit a course on the registration form at the time of registration and the course will appear on his/her transcripts as "AU." Audited courses earn no credit or grade, and a student must comply with all College policies established for the course including paying tuition and other fees. If a student chooses to change the course from "AU" to taking the course for credit, this must be done before the College's "Add/Drop" deadlines. The Financial Aid Office will not process any aid for applicants who are auditing course(s).

Adding a Course

Students may add classes with the instructor's permission during the first two weeks of the semester by completing an Drop/Add form available at the Office of Records & Admissions or the respective Diné College site. Students must return the completed form, signed by an advisor, to receive a new schedule. This also applies to reinstatement after an instructor drop.

Dropping a Course

It is a student's responsibility to drop a course. Students dropping a course during the third week of the semester will pay a fee for processing the Drop/Add form. (See Fees and Payments section of this Catalog for details).

- A student may drop courses by completing an Drop/Add form available from the Office of Records & Admissions or a Diné College site.
- A completed Drop/Add form must be returned to the Office of Records & Admissions or to the Diné College sites for processing by the drop deadline date. (See Academic Calendar section in this catalog for dates).
- A course dropped in the first two weeks of the semester will not appear on a student's transcript.
- A grade of "W" will be recorded for all classes dropped as of the third week of the semester.
- Residential students dropping below 12 credit hours at any time during a semester will lose eligibility for campus housing. Appeals to this policy must be submitted to Residence Life.
- A student dropping courses and receiving financial aid must check with the Financial Aid Office for continued financial aid and scholarship eligibility.
- A student who discontinues attending and participating in a course at any time without officially dropping the course is subject to receive a course grade of "F."

Drop by Instructor

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

Repeating a Course (R)

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

Grade Point Average (GPA) System

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

Grade	Quality Points	Example of calculation:
A	4	For example, if a student earns: "A" in ENG 101 = 3 credits * 4 Quality Points = 12 "B" in MTH 110 = 3 credits * 3 Quality Points = 9 "C" in PSY 111 = 3 credits * 2 Quality Points = 6 <i>Student's earned GPA would be 3.00 (27 quality points divided by 9 = 3.00)</i>
B	3	
C	2	
D	1	
F	0	

Credit-by-Examination

A student who is currently enrolled may apply for Credit-by-Examination in certain courses by contacting the appropriate Academic Chair. The Office of Records & Admissions and the Division Chair grant permission. Students may not petition to challenge a course a second time, or take an exam for a course in which they have previously enrolled. Students must register for examinations by the end of the fourth week of classes. Students at the regional locations may need to take the exam at the Tsaile or Shiprock campuses. Students must pay for the cost before taking the examination and the tuition fees are non-refundable (see Payment and Fees section in this Catalog). The exam and other division requirements must be passed with a grade of A, B, or C to earn credit. A notation of "Credit by Examination" is placed on the transcript. The grade is included in the total earned credit hours but is not computed in the total grade point average. Students should note that Diné College's credit by examination may not transfer to other colleges and universities.

Military Service Credit

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

Academic Appeals

Students placed on academic suspension may appeal to the Academic Standards Committee by filing the appropriate appeal form with the Office of Records & Admissions. Additional information is available in the Office of Records & Admissions or can be downloaded from their web page.

Academic Probation

A student who does not maintain a semester GPA of 2.00 is placed on academic probation during the next semester of regular attendance. Academic probation is not recorded on a student's transcript.

Academic Suspension

A student who does not satisfactorily meet the minimum standards required during the probationary semester will be placed on academic suspension. Academic suspension means the student will not be permitted to enroll in any classes at Diné College for the semester of suspension. Upon returning, the student will be placed on academic probation until minimum standards for satisfactory progress are met. Academic suspension is not recorded on a student transcript. A student may appeal academic suspension by obtaining appeal information from the Office of Records & Admissions.

Academic Policies on Grades

Final Grades

Final grades are assigned by the faculty instructor.

Academic Status Change

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

Incomplete Grade (I)

This grade indicates incomplete course work "I". The incomplete grade must be converted to a credit grade at the end of the following regular semester (not including summer should the incomplete has been given during Spring Semester) or it automatically changes to an "F."

In-Progress Grade (IP)

This grade indicates that the student has met attendance requirements and has worked continuously toward meeting the objectives of the course. Re-enrollment in the course in the next semester is required. Therefore, IP may be given only once for the same course only in the following developmental courses: ENG 100A, 100B; FST 129, 130, 131, and 133; and MTH 011, 051, and 100.

Withdrawal Grade (W)

A student may withdraw from a course and receive a "W", or the instructor may also drop or withdraw a student for any legitimate reason. A student has the right to appeal an instructor drop/withdrawal by submitting a petition in writing to the appropriate faculty instructor.

Audit Grade (AU)

An "AU" is awarded for class participation and does not indicate proficiency in the subject matter. Course credit is not included in the Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA)

Credit Grade (CR)

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

Change of Grade

With the exception of the "I" grade, a grade may be changed within one academic year from the time it was given. The instructor and division chair must approve a grade change. In situations in which the student wishes to appeal a grade, he/she must complete an Academic Grade Appeal form and follow the appeal process. Additional information is available at the Office of Records & Admissions or can be downloaded from their web page.

Academic Appeals

Students placed on academic suspension may appeal to the Academic Standards Committee by filing the appropriate appeal form with the Office of Records & Admissions. Additional information is available in the Office of Records & Admissions or can be downloaded from their web page.

Academic Probation

A student who does not maintain a semester GPA of 2.00 is placed on academic probation during the next semester of regular attendance. Academic probation is not recorded on a student's transcript.

Academic Suspension

A student who does not satisfactorily meet the minimum standards are required during the probationary semester will be placed on academic suspension. Academic suspension means the student will not be permitted to enroll in any classes at Dine College for the semester of suspension. Upon returning, the student will be placed on academic probation until the minimum standards for satisfactory progress are met. Academic suspension is not recorded on a student transcript. A student may appeal academic suspension and should obtain appeal information for the process from the Office of Records & Admissions.

Degrees and Certificates

Diné College is authorized to offer academic degrees for the completion of a program of study. These programs include associate degrees, a bachelor degree, and certificates. A student planning to transfer from Diné College to a degree program at another college or university must exercise care in course selection to ensure that courses will be transferable. The Office of Records & Admissions has course equivalency guides which list the transferability of Diné College courses to other colleges and universities. For Arizona transferability, access <http://az.transfer.org/>.

Additional Degrees

Diné College graduates may obtain additional degrees by completing the program requirements as outlined in a program of study. Transfer students who have already earned a degree beyond the Associate level may attend Diné College to attain a degree. The student must complete a minimum of twenty-four credit hours and meet the policy for transferable credits. Appropriate academic administration must approve all exceptions.

General Education Transfer Curricula

Diné College works with other colleges and universities to achieve full recognition of Diné College general education courses and degree programs. Additional information on the transferability of courses and programs is available from the Office of Records & Admissions.

Course Information

Courses in the *General Catalog* are offered in any given semester. The College reserves the right to make additions or deletions to the list of offerings during the year and withdraw courses with inadequate enrollment at the beginning of each semester. When planning their programs, students should consult the course schedules that are published every semester. Course schedules show course number, title, credit hours, meeting times, days, and location. Additional laboratory hours may be required and are normally designated in the course description.

Course Numbering

Courses are numbered 011 to 299. Courses from 011 to 099 are developmental courses designed to improve basic proficiency skills. Credits for these courses, however, do not count toward the sixty-four semester hours required for graduation. Courses numbered from 100 may or may not be transferable to other colleges or universities. Selected courses in Navajo language and culture numbered 300 through 400 are intended for students majoring in those areas and for teachers seeking Bilingual-Bicultural endorsements.

Special Course Numbers

197 Workshop (1-3)

Offered only as a sequel to 196.

198 Independent Study - freshman level (1-3)

A course with this designation must be approved by the instructor and division chair.

199 Special Topics– freshman level (1-3)

A course at this level is designed to meet the special interests of students. A special topic course may be taught twice. After that, it must go through Curriculum Committee procedures and be assigned a regular course number. It may not be used to designate a course which already exists in this catalog.

297 Practicum– sophomore level (1-3)

A course with this designation is for practical application of learning sometimes referred to as an internship or practicum.

298 Independent Study - sophomore level (1-3)

A course with this designation must be approved by the instructor and division chair.

299 Special Topics - sophomore level (1-3)

A course at this level is designed to meet the special interests of students. A special topic course may be taught twice. After that, it must go through Curriculum Committee procedures and be assigned a regular course number. It may not be used to designate a course which already exists in this catalog.

300 – 499 Courses – junior and senior levels (1-3)

These designations are for students taking Navajo language and culture courses or for students in the Elementary Education bachelor degree program for general education classroom teachers.

Course Designations

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

General Education Program Requirements

Mission Statement

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

The program aims to promote:

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

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

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

Discipline	A.A.	A.S.	A.A.S.
Communications	9	9	6
Humanities/Fine Arts	6	3 or 6	0
Mathematics	3	3-5	3
Navajo & Indian Studies NIS 111 NIS 221 NAV 101 or 211	9-10	3-4 or 9-10 NIS 111 and NIS 221 may also be used to meet the Humanities requirement and the Social & Behavioral Sciences requirement	9-10
Physical Education	1	1	1
Science	8	8	0
Social & Behavioral Sciences	6	3 or 6	0
Total Credits	42-43	36-39	19-20

Communications Requirements:

ENG 101, 102, and 121 for the **English Option**

NAV 212, 291, 301 for the **Navajo Option** (These courses do not meet AGECE option A, B, and S, or the New Mexico Core Competencies. As well as they do not satisfy the ENG 101 prerequisite of college level courses).

ENG 121 is required for **New Mexico Core Competencies**

Students in the Associate of Applied Science (A.A.S.) degree program must complete six credit hours in any of the following combinations: ENG 100B and ENG 101; ENG101 and ENG 102; or ENG 101 and ENG 121.

Humanities/Social and Behavioral Sciences Requirements

For Diné College students earning an A.A. degree and/or students transferring to Arizona universities, 6 credits are required in the humanities/fine arts and 6 credits in the social sciences.

New Mexico transferability requires 6-9 credits in humanities/fine arts and 6-9 credits in social sciences. Fifteen credits total are required in humanities and social sciences for the **New Mexico Common Core**. NIS 221 may be used as the extra 3 credits in Humanities above the 6 credits required for Diné College's general education requirements.

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

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

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

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

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

Mathematics Requirements

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

Navajo and Indian Studies Requirements

Students must complete 9 or 10 credit hours depending on their Navajo Language proficiency as non-native speakers or as native speakers. Navajo and Indian Studies courses are required of all students enrolled in all degree programs at Diné College. Navajo culture, history, language, and philosophy are areas in which courses are taught in Navajo and English. Courses are offered for two tracks of Navajo language ability: speaker and non-speaker. A placement test given at the beginning of each semester to determine a student's proficiency level and placement in the appropriate course.

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

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

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

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

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

Physical Education Requirements

Select from PEH courses.

Science Requirements

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

Transferring General Education Credits

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

Transfer to Arizona Universities

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

Arizona General Education Curriculum (AGEC) Requirements

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

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

Completion of all AGEC courses with a grade of C or better and a cumulative GPA of 2.0 guarantees admission to any college or university in the state of Arizona if you are a resident. It also guarantees your ability to transfer your lower division general studies requirement to any Arizona public university for the majors that articulate with that AGEC. Non-residents must have a grade point average of 2.5 on a 4.0 scale.

The mathematics and science requirements differ among the three forms of AGEC. The AGEC-A requires a minimum of college mathematics or college algebra. The AGEC-B requires a minimum of brief calculus. The AGEC-S requires a minimum of calculus and a minimum of university chemistry, or university physics, or university biology.

AGEC-A for Liberal Arts Majors - An approved AGEC-A block must contain intensive writing/critical inquiry (IW/CI), ethnic/race/gender awareness (ERG), and historical awareness (HA) components. These components may be fulfilled by taking Diné College general education courses that are designated in the catalog. Students may need to take one or more courses to meet these requirements. Additional information about these special requirements may be found at <http://az.transfer.org/cas/students>

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6
Mathematics ***	1	3
Arts and Humanities	2-3	6-9
Social & Behavioral Sciences *	2-3	6-9
Physical & Biological Sciences	2	8
Navajo Studies **	2	6
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 AGECE-B block must contain intensive writing/critical inquiry (IW/CI), ethnic/race/gender awareness (ERG), and historical awareness (HA) components. These components may be fulfilled by taking Diné College general education courses that are designated in the catalog. Students may need to take one or more courses to meet these requirements. Additional information about these special requirements may be found at <http://az.transfer.org/>.

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6
Mathematics ***	1	3
Arts and Humanities	2-3	6-9
Social & Behavioral Sciences *	2-3	6-9
Physical & Biological Sciences	2	8
Navajo Studies **	2	6
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.
- *** Mathematics requirement: MTH 190.

AGEC-S for Mathematics and Science Majors - An approved AGECE-S block must contain intensive writing/critical inquiry (IW/CI), ethnic/race/gender awareness (ERG), and historical awareness (HA) components. These components may be fulfilled by taking Diné College general education courses that are designated in the catalog. Students may need to take one or more courses to meet these requirements. Additional information about these special requirements may be found at <http://az.transfer.org/cas/students>

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6
Mathematics ***	1	3+
Arts and Humanities	2-3	6-9
Social & Behavioral Sciences *	2-3	6-9
Physical & Biological Sciences ****	2	8
Navajo Studies **	2	6
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.
- *** Mathematics requirement: MTH 191 or MTH 192.
- **** Science requirement: 8 credits of university chemistry, or 8 credits of university physics, or 8 credits of university biology. Choose the science appropriate for your major.

Transfer to New Mexico Universities

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

The New Mexico General Education Common Core Requirements 35 credits

Subjects	Areas	# of Credits
Communications	I	9
Mathematics	II	3
Science with Laboratory	III	8
Social & Behavioral Sciences **	IV	6-9
Humanities & Fine Arts*	V	6-9
Total credits		35-38

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



Associates 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 these majors:

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

Business Administration

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics - MTH 110 or 114	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social Sciences	<u>3*</u>
*Other 6 hrs fulfilled in program requirements.	

General Education Credits **39-40**

Program Requirements

BUS 204 Business Law	3
BUS 251 Financial Accounting	3
BUS 252 Managerial Accounting	3
BUS 260 Finance	3
BUS 280 Computers in Bus (NM)	3
Or	
CIS 111 Intro to Computers (AZ)	3
MTH 213 Statistics	4
ECO 200 Pncpls of Macroeconomics	3
ECO 201 Pncpls of Microeconomics	<u>3</u>

Program Credits **25**

Total Credits **64-65**



Computer Information Systems

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110 or MTH 114	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>3</u> *
* Other 6 hrs fulfilled in program requirements.	

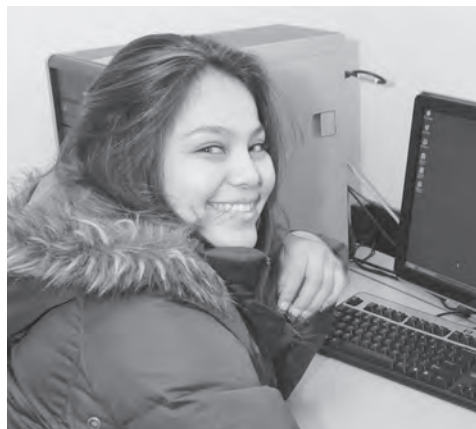
General Education Credits 39-40

Program Requirements

BUS 204 Business Law	3
BUS 251 Managerial Accounting	3
BUS 252 Financial Accounting	3
CIS 111 Introduction to Computers	3
CSC 150 Programming Fundamentals	3
CSC 200 Object Oriented Programming	3
ECO 200 Principles of Macroeconomics	3
ECO 201 Principles of Microeconomics	3
MTH 118 Finite Mathematics	<u>3</u>

Program Credits 27

Total Credits 66-67



Diné Studies

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110 or MTH 114	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	42-43

Program Requirements

NIS 220 Navajo Oral History	3
ANT/NIS 225 Indian of US & N. America	3
NIS 226/POS 226 Navajo Tribal Gov't	3
NIS 311 Intro Navajo Holistic Healing	3
NIS 371 Navajo Philosophy	<u>3</u>
Program Credits	15

Recommended Electives:

NIS 101, NIS 103, NIS 105, NIS 107, NIS 108, NIS 150, NIS 205, NIS 208, NIS 222, NIS 261, NIS 290, NIS 292-293 or NAV courses.	8
---	----------

Total Credits	65-66
----------------------	--------------



Early Childhood Education

Navajo: Ásilá

Áłchíní yázhí nilzéegi na'nitin nihít bééhjizingo bee neihnish doo. Áłchíní k'é bííńí'ńígo dó k'é bídii'ńígo łahdóó biyaa hwiidii'aał. Áádóó amá dóó azhé'é na'nitin bee bíká anéilwo'go ba'á łchíní nizhó ńigo yiyaa hooł 'aah dooleeł.

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics - MTH 107	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	42-43

Program Requirements

ECE 111 Intro Early Childhood Education	3
ECE 116 Language & Cognitive Develop	3
ECE 220 Creative Arts for Young Children	3
ECE 225 Child Growth & Development	3
ECE 235 K'é, Ádaa Ákohwiindzin, Social Development & Community	3
ECE 245 Wellness & Special Needs	4
ECE 108 Field Experience I	2
ECE 110 Field Experience II	<u>2</u>

Program Credits **23**

Total Credits **65-66**

Elementary Education

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics	3
Navajo and Indian Studies	9-10
Physical Education	2
Science	8
Social and Behavioral Sciences	6

General Education Credits **43-44**

Track 1

NAV 212 Navajo Lit & Grammar for Spkrs II	3
NAV 301 Navajo Desc & Narr Writing	3
<i>Choice of one (1):</i>	3
NAV 289, NIS 226, 261, 290, 292, 311, 371	
<i>Choice of two (2):</i>	6
EDU 111, 238, 240, 290. or 292	
<i>Choice of one (1):</i>	3
MTH 107 Math-Elem School Tchrs I	
MTH 180 College Math-Elem Tchrs I	
<i>Choice of one (1):</i>	<u>3</u>
MTH 109 Math Elem School Tchrs II	
MTH 181 College Math Elem Tchrs II	
<u>Track 1 Total Credits</u>	<u>21</u>

Elementary Education continued

Track 2

NAV 102 Navajo as a Second Language II	4
NAV 201 Intermediate Navajo I	4
NAV 202 Advanced Intermediate Navajo	4

<u>Choice of two (2):</u>	6
EDU 111, 238, 240, 290, or 292	

<u>Choice of one (1):</u>	3
MTH 107 Math Elem School Tchrs I	
MTH 180 College Math Elem School Tchrs I	

<u>Choice of one (1):</u>	<u>3</u>
MTH 109 Math Elem School Teachers II	
MTH 181 College Math Elem School Teachers II	

<u>Track 2 Total Credits</u>	<u>24</u>
------------------------------	-----------

Track 3

EDU 111 Foundations of Education	3
EDU 238 Children's Literature	3
EDU 240 Intro to Special Education	3
EDU 290 Methods & Materials Navajo Ed	3
EDU 292 Bilingual-Bicultural Ed & Curr Critique	3

<u>Choice of one (1):</u>	3
MTH 107 Math Elem School Tchrs I	
MTH 180 College Math Elem School Tchrs I	

<u>Choice of one (1):</u>	<u>3</u>
MTH 109 Math Elem School Teachers II	
MTH 181 College Math Elem School Teachers II	

<u>Track 3 Total Credits</u>	<u>21</u>
------------------------------	-----------

Total Credits	64-65
----------------------	--------------

Fine Arts

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110 or MTH 114	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	42-43
Elective Credits	3

Program Requirements

Six credit hours of the following: 6

ARH 211 Survey of Native American Art

ARH 213 Survey World Art, Prehis-1500

or

ARH 214 Survey World Art, 1500-Pres

FA 112 Basic Design 3

FA 115 Beginning Drawing 3

Nine hours from ARH or FA courses 9

Program Credits 21

Total Credits 66-67



Liberal Arts

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110 or MTH 114	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>

General Education Credits 42-43

Program Requirements

Literature – Choice of two: ENG 231, ENG 233, ENG 234	6
Humanities - <i>Choice of one:</i> ARH 211, ARH 213, ARH 214, HUM 221, HUM 250	3
Creative Arts - <i>Choice of one:</i> ENG 212, ENG 213, FA 215, FA 221, FA 231, FA 245, FA 290, NIS 205, NIS 208	3
Social Science - <i>Choice of two:</i> ANT 210, ANT 225, ANT 265, ECO 200, HST 234, HST 245, PSY 215, PSY 240, PSY 250, SOC 201, SOC 215, SOC 275	6
Diné Studies – <i>Choice of one:</i> NIS 220, NIS 226, NIS 371	<u>3</u>
Program Credits	21
Physical Education*	1
Total Credits	64-65

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

Navajo Language

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110 or MTH 114	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	42-43

Choose the English Option or the Navajo Option.
Education majors should choose the English Option.

Program Requirements*

NAV 212 Navajo Lit & Gram for Speakers	3
NAV 289 Navajo Linguistics	3
NAV 301 Navajo Descriptive & Narr Writing	3
NAV 350 Teaching Navajo to Nat Speakers	4
NAV 351 Teaching Navajo as Sec Lang	4
NAV 401 Navajo Gram & Applied Ling	3
NIS 371 Navajo Philosophy	<u>3</u>
Program Credits	23

Total Credits **65-66**

* These courses fulfill partial requirements for New Mexico teaching endorsements in English as a Second Language, Bilingual/Bicultural Education, and Modern, Classical, and Native American Languages. Individuals seeking the Navajo Language Endorsement in New Mexico or Arizona are required to take the Navajo Language Proficiency Test. Diné College is authorized by the Navajo Nation to administer this test. In addition to the courses listed here, other courses in Navajo language studies are also offered: NAV 231, NAV 291, NAV 478; NIS 220, NIS 226, NIS 293; EDU 111, EDU 292.

Social and Behavioral Sciences

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110 or MTH 114	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social and Behavioral Sciences	*
* Fulfilled in program requirement	-
General Education Credits	36-37

Program Requirements

<u>Choice of six (6):</u> Any ANT, ECO, POS, PSY, SWO, or SOC courses distributed among three different disciplines and including 9 hours of 200-level coursework.	18
---	----

<u>Choice of one (1):</u> HST 101, HST 102, HST 135, HST 136	3
---	---

Program Credits	21
------------------------	-----------

Elective Credits	7
-------------------------	----------

Psychology Option

PSY 111 Intro to Psychology	3
PSY 213/MTH 213 Statistics	4

<u>Choice of two (2):</u> Any 200-level PSY courses	6
--	---

<u>Choice of one (1):</u> HST 101, HST 102, HST 135, HST 136	3
---	---

<u>Choice of one (1):</u> A course other than PSY or HST	3
---	---

Psychology Option Credits	19
----------------------------------	-----------

Elective Credits	9
-------------------------	----------

Total Credits	64-65
----------------------	--------------



Social Work

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics - MTH 110 or MTH 114	3
Navajo and Indian Studies	9-10
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	42-43

Program Requirements

SWO 111 Social Work as a Vocation	1
SWO 211 Intro to Social Work	3
SWO 242 Community Social Serv Skills	3
SWO 243 Community Social Serv & Cult	3
SWO 250 Client Processing	3
SWO 295 Field Experience I	3
SWO 296 Field Experience II	<u>3</u>
Program Credits	19

Elective Credits 5

Total Credits 66-67

Associate of Science Degree Programs

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

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

Public Health

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics - MTH 110 or MTH 114	3
Navajo and Indian Studies	3-4
Physical Education	2
Science*	
Social and Behavioral Sciences**	<u>3</u>
General Education Credits	26-27

* Science courses are fulfilled in program requirements.

** Three additional SBS hours fulfilled in program requirements

Program Requirements

BIO 100 or BIO 181	4
BIO 205 Microbiology	4
PUH 111 Introduction to Public Health	3
PUH 270 Comm Hlth Assmt & Plan	3
PUH 275 Health Services and Policy	3
PUH 295 Public Health Sciences	3
Sociology elective	<u>3</u>

Public Health Program continued

<u>Option A</u>	6
PUH 280 Imp & Eval of Pub Health Interventions	
Three hours of elective	
or	
<u>Option B</u>	7
Summer Research Enhancement Program	
PUH 290 Public Health Research Methods	
PUH 297 Practicum	

Choose 1 of these two options:

<u>Health Education (Socio-Cultural Option)</u>	9
HEE 110 Intro to Wellness	
HEE 111 Personal and Community Health	
PUH 200 Principles of Health Education	
or	
<u>Environmental Public Health Option</u>	9
PUH 201 Prin of Environ Public Health	
PUH 202 Uranium and Environ Health	

Then choose one (1) of these courses:

ENV 160 Intro Geographic Info System	
or	
ENV 101 Intro Environmental Science	
Program Credits	38-39
Total Credits	64-66

Biology Option

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110	3
Navajo and Indian Studies	3-4
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	36-37

Program Requirements

BIO 181 General Biology I	4
BIO 182 General Biology II	4

Choose one (1) pair: 9-10

CHM 151 Gen Chemistry I*	
CHM 152 Gen Chemistry II*	
or	
CHM 130 Fund Chemistry	
CHM 230 Fund Organic Chemistry	

Choose one (1): 4-5

MTH 190 Pre-Calculus	
or	
MTH 213/PSY 213	
BIO electives – BIO 184 or above	<u>8</u>

Program Credits 29-31

Total Credits 65-68

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



Environmental Science Option

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110	3
Navajo and Indian Studies	3-4
Physical Education	1
Science	8
Social and Behavioral Sciences	6
General Education Credits	36-37

Program Requirements

BIO 181 General Biology I	4
BIO 182 General Biology II	4
ENV 101 Intro to Environmental Science	3
<i>Choose one (1) pair:</i>	8-10
CHM 151 General Chemistry I*	
CHM 152 General Chemistry II*	
or	
GLG 101 Indigenous Phys Geol	
GLG 102 Historical Geology	
or	
PHY 110 Algebra based Physics I	
PHY 111 Algebra based Physics II	

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

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

<i>Choice of one (1):</i>	4 or 5
MTH 213 Statistics	
MTH 190 Pre-Calculus**	

<i>Choice of one (1):</i>	4
BIO 184 Plant Biology	
BIO 205 Microbiology	
BIO 223 Vertebrate Zoology	

Program Credits	27-30
Restricted Electives	3-4

Choose one of the following not taken in program requirements: BIO 184, BIO 205, BIO 223, BIO 226, BIO 242; CHM - 200 or above; ENV; GLG; MTH 190 or above; PHY 110 or above; PUH 210, PUH 202

Total Credits	66-71
----------------------	--------------

General Science Option

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110	3
Navajo and Indian Studies	3-4
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	36-37

Program Requirements

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

Choose two (2) pairs: 8-10

CHM 151 General Chemistry I**
CHM 152 General Chemistry II**
or

CHM 130 Fund Chemistry
CHM 230 Fund Organic Chemistry
or

BIO 181 Gen Biology I
BIO 182 Gen Biology II
or

PHY 110 Algebra Based Physics I
PHY 111 Algebra Based Physics II
or

PHY 121 Calculus Based Physics I
PHY 131 Calculus Based Physics II
or

GLG 101 Indigenous Phys Geology
GLG 102 Historical Geology

Choose one (1): 4 or 5

MTH 213 Statistics

MTH 190 Pre-Calculus*

Science/Math Electives*** 8

Unrestricted elective credits
to meet the 64 credit graduation requirement 8

Program Credits 28-31

Total Credits 64-68

* Students be aware that the AGEC-S block for Math and Science majors require MTH 191.

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

*** Eight additional credits to be selected from: MTH 190 or above; CHM 130 or above; PHY 110 or above; BIO 180 or above; GLG 101 or above; ENV 101; CSC 150

Health Occupations Option

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

<u>General Education</u>	
Communications	9
Humanities/Fine Arts	6
Mathematics - MTH 110 or MTH 114*	3
Navajo and Indian Studies	9
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Total	36-37
<u>Program Requirements</u>	
PSY 111 Intro to Psychology	3
BIO 201 Human Anatomy & Phys I	4
BIO 202 Human Anatomy & Phys II	4
BIO 205 Microbiology	4
<u>Choice of one:</u>	4
CHM 151 General Chemistry I	
or	
CHM 130 Fundamental Chemistry	
<u>Choice of one:</u>	<u>3</u>
ANT 111 Intro to Cultural Anth	
or	
NAV 231 Medical Terminology of Nav	
or	
SOC 111 Intro to Sociology	
Program Credits	22
Program Electives**	12
Total Program Credits	70-71

* NAU nursing programs require MTH 114.

** To be selected from BIO 181*, BIO 182, BIO 184, BIO 190, Bio 242, MTH 213*, CHM 152, PHY 101, PHY 11, PHY 111, PSY 240*, PUT 141*, and PUH 241*.

PSY 240, BIO 181, MTH 213 and PUH 141 or PUH 241 are recommended for transfer to most nursing programs.

Mathematics Option

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110 or MTH 114	3
Navajo and Indian Studies	3-4
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	36-37

Program Requirements

MTH 190 Pre-Calculus	5
MTH 191 Calculus I	5
MTH 192 Calculus II	4
MTH 220 Calculus III	4

Choice of two (2):

MTH 213 Statistics	<u>6-7</u>
MTH 225 Elementary Linear Algebra	
MTH 221 Differential Equations	

Unrestricted elective credits as needed to meet the 64 credits Graduation requirement	<u>12</u>
---	-----------

Program Credits	36-37
------------------------	--------------

Total Credits	72-74
----------------------	--------------



Physics Option

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

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics – MTH 110 or MTH 114	3
Navajo and Indian Studies	3-4
Physical Education	1
Science	8
Social and Behavioral Sciences	<u>6</u>
General Education Credits	36-37

Program Requirement

PHY 121 Calculus Based Physics 1	4
PHY 131 Calculus Based Physics II	4
MTH 190 Pre-Calculus	5
MTH 191 Calculus I	5
MTH 192 Calculus II	4
MTH 220 Calculus III	4
CSC 150 Programming Fundamentals	3
CHM 151 General Chemistry I	5
CHM 152 General Chemistry II	<u>5</u>
Program Credits	39
Total Program Credits	75-76

Pre-Engineering Transfer Program (not an associate degree program)

The Pre-Engineering Transfer Program is for students who plan to transfer to and major in engineering at a four-year college or university. The program does not culminate as an associate degree.

General Education Requirements

Communication	9
Humanities/Fine Arts	6
Mathematics*	
Navajo and Indian Studies	3-4
Physical Education	1
Science*	
Social and Behavioral Sciences	<u>6</u>
General Education Credits	25-26

Program Requirements

EGR 111 Intro Engineering	2
EGR 121 Technical Drafting	3
MTH 191 Calculus I	5
MTH 192 Calculus II	4
MTH 220 Calculus III	4
PHY 121 Calculus based Physics I	4
PHY 131 Calculus based Physics II	4
CHM 151 General Chemistry I	5
CHM 152 General Chemistry II	5
CSC 150 Programming Fundamentals	<u>3</u>
Program Credits	39

* Recommended to complete as much of the above as possible

Associate of Applied Science Degree Programs

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

- Business Management
- Office Administration

Business Management

This program provides students with business skills for entry-level positions and for starting and managing their own small businesses. It enables students to pursue further business studies and to apply business and organizational skills in their personal lives. The program features the practical, “real world” application of business concepts to challenges facing Navajos. (Program and General Education Requirements are spelled out on the following page).

General Education Requirements

Communications	6
Mathematics	3
Navajo and Indian Studies	9-10
Physical Education	1
General Education Credits	19-20

Program Requirements

BUS 141 Intro to Business	3
BUS 142 Business Math	3
BUS 143 Business English	3
BUS 152 Fundamentals of Accounting	3
BUS 204 Business Law	3
BUS 211 Business Internship	3
BUS 240 Personal Finance	3
BUS 243 Business Communication	3
BUS 246 Principles of Management	3
BUS 251 Financial Accounting	3
BUS 254 Micro-computing Accounting	3
BUS 272 Marketing	3
BUS 280 Computers in Business	3
BUS 144 Human Relation	3
<u>Choose one (1) of the following:</u>	<u>3</u>
ECO 111 Introduction to Economics	
ECO 200 Principle of Macroeconomics	
ECO 201 Principle of Microeconomics	
Program Credits	45
Total Credits	64-65

Office Administration

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

General Education Requirements

Communications	6
Mathematics	*
Navajo and Indian Studies	9-10
Physical Education	<u>1</u>
General Education Credits	16-17

Program Requirements

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 145 Customer Relations & Service	3
BUS 152 Fundamentals of Accounting	3
BUS 214 Word Processing I	3
BUS 216 Word Processing II	3
BUS 240 Personal Finance	3
BUS 243 Business Communication	3
BUS 280 Computers in Business	3
BUS 144 Human Relations	3
BUS 211 Business Internship	3
CIS 101 Spreadsheet	<u>3</u>
Program Credits	48

* Fulfilled with BUS 142 in program requirement.

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

Total Credits **64-65**

Bachelor of Arts in Elementary Education for General Classroom Teachers Program

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

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

Explanation of Course Sequence towards the Bachelor degree

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

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

Professional Sequence Admission Criteria:

- Completion of a minimum of 54 credit hours of appropriate and transferable coursework at the freshman-sophomore level with a cumulative grade point average of 2.5 or better.
- Submission of a complete Professional Sequence application packet (BA Program Application).
- Recommendation of acceptance after interview conducted by committee or completion and successful evaluation of an essay topic in Navajo or English.
- Obtain fingerprint clearance from the state of Arizona and fulfill other initial Diné College requirements.

Application for admission to the Bachelor degree program can begin at anytime. New cohorts begin each Fall semester. Faculty advising for completion of this degree is very important. Please visit us on the web at <http://cdte.dinecollege.edu> or call (928.724.6699) for more information.

Elementary Education Bachelor Program requirements:

Pre-professional Sequence Requirements (freshman-sophomore semesters)

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

Professional Sequence Requirements (junior-senior semesters)

Semester I

EDU 345 Understanding Human Development in Schools	3
EDU 350 Special Education in Indigenous Classrooms	3
EDU 352 Methods for Teaching Diné Educational Philosophy in K-8 Schools	3
EDU 354 Emergent Literacy, Language Learning, & Assessment in Bilingual/ESL Settings	3
EDU 356 Methods for Language Diverse Students I	3
EDU 358 Field Experience I	1
Total:	16

Semester II

EDU 361 Technology in Education	3
EDU 365 Bilingual/ESL Science Methods, Mgt & Assessment	3
EDU 367 Bilingual/ESL Social Studies Methods, Mgt & Assessment	3
EDU 374 Bilingual/ESL Reading Methods, Mgt & Assessment	3
EDU 376 Methods for Language Diverse Students II	3
EDU 378 Field Experience II	1
Total:	16

Semester III

EDU 461 Communities: Culture, Schooling & Classroom Mgt	3
EDU 465 School Law	3
EDU 467 Bilingual/ESL Math Methods, Mgt & Assessment	3
EDU 474 Bilingual/ESL Writing Methods, Mgt & Assessment	3
EDU 476 SEI/ESL for Linguistically Diverse Learners in Bilingual Settings	3
EDU 478 Field Experience III	1
Total:	16

Semester IV

EDU 498 Student Teaching	14
EDU 499 Diné Education Seminar	1
Total:	15

Pre-professional Sequence credit hours total: 64-68
Professional Sequence credit hours total: 63

Total credits: 127-131

Certificate Programs

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

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

Office Technology

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

Program Requirements

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

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

Small Business Management/Entrepreneurship

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

Program Requirements:

BUS 141 Introduction to Business	3	BUS 242 Small Business Management	3
BUS 142 Business Math	3	BUS 243 Business communications	3
BUS 145 Cust Relations & Svc	3	BUS 254 Micro-Computing Accounting	3
BUS 152 Fundamentals of Acctg	3	BUS 272 Marketing	3
BUS 204 Business Law	3	BUS 280 Computers in Business	<u>3</u>
BUS 240 Personal Finance	3		
Total credits for certificate:			33

Public Health Certificate

The Certificate in Public Health provides a basic set of courses that prepare the student for meaningful participation in public health programs and research projects, including employment in some public health services programs on the Navajo Nation. The courses are taught according to the Dine Education Philosophy following the program development cycle of assessment, planning, implementation, and evaluation.

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

Program Requirements:

PUH 111 Introduction to Public Health	3
PUH 270 Comm Hlth Assessment/Plan	<u>3</u>
Total	6

Option A:

PUH 280 Implement & Eval of Pub Hlth	3
--------------------------------------	---

Choose 1 course:

EDU 111; BIO 170; BIO 201; HEE 110; 111 PSY 111; PSY 240; PSY 250; SOC 111; SOC 201; SOC 225; PUH 241; or PUH 289	<u>3</u>
Total	6

Option B:

PUH 290 Pub Hlth Research Methods	4
PUH 297 Pub Hlth Resrch Mthds Prac	<u>3</u>
Total	7

Total credits for certificate	12-13
--------------------------------------	--------------

Course Descriptions

Anthropology (ANT)

ANT 111 Introduction to Cultural Anthropology (3)

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

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

ANT 112 Physical Anthropology (3)

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

In-depth survey of topics and methods in physical anthropology including, paleoanthropology, geology, genetics, primatology and hominid evolution.

ANT 201 Ethnographic Methods (3)

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

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

ANT 210 Ancient Societies in Prehistoric Times (3)

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

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

ANT 215 Expressive Navajo Culture (3)

Prerequisites: NAV 101 or instructor's permission.

A survey of linguistic anthropology about the understanding of languages and cultures including language loss, and the maintenance and preservation of languages with emphasis on improving and developing communication skills and understanding of Navajo culture. Introduces and develops topics on verbal, visual dramatic, musical and cultural arts as aesthetic expressions. Taught in Navajo.

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

Prerequisite: ENG 101 or concurrent enrollment or instructor's permission. Cross listed with NIS 225.

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

ANT 250 Principles of Archaeology (3)

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

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

ANT 265 Archaeology of the Southwest (3)

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

A survey of the prehistory of the American Southwest from the Pleistocene to the Spanish historical period. An emphasis on the prehistoric cultures of Arizona and New Mexico. This course emphasizes the general education special requirements of ethnic/race/gender and historical awareness. {ERG and HA}

Art History (ARH)

ARH 211 Survey of Native American Art (3)

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

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.

Provides major knowledge and appreciation of 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.

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

Astronomy (AST)

AST 100 Fundamentals of Astronomy (4)

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

A basic introduction to the planets, solar system, and galaxy: sun, moon, and other satellites; stars and constellations; black holes; and other celestial bodies. Relates Navajo stories of creation to the scientific view. A nighttime laboratory is required. Three hours lecture and three hours laboratory per week.

Biology (BIO)

BIO 100 Biology Concepts (4)

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

A one semester introductory course covering basic principles and concepts of biology. Methods of scientific inquiry and behavior of matter and energy in biological systems are explored. For non-majors only: will not transfer for biology majors. Three hours lecture and three hours laboratory per week.

BIO 156 Introduction Biology for Allied Health (4)

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

An introductory course for allied health majors with an emphasis on the human body. Topics include fundamental concepts of cell biology, histology, genetics microbiology and principles of the scientific method.

BIO 160 Introduction to Human Anatomy and Physiology (4)

Principles of the scientific method. A one semester introductory course that examines structure and function of the major systems of the human body. Basic principles and concepts of organization, homeostasis and control mechanisms of the system are examined. Does not meet nursing program, prerequisites.

BIO 170 Medical Terminology (3)

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

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

BIO 181 General Biology I (4)

Prerequisite: FST 131, MTH 100, plus ENG 101 or instructor's permission. One year of high school chemistry or one semester of college chemistry recommended.

Principles of structure and function of living things at molecular, cellular and organismic levels of organization. Three hours lecture and three hours laboratory per week.

BIO 182 General Biology II (4)

Prerequisite: BIO 181 or instructor's permission.

Additional principles of structure and function of living things at molecular, cellular, and organismic and higher levels of organization. Three hours lecture and three hours laboratory per week.

BIO 184 Plant Biology (4)

Prerequisite: Instructor's permission.

Study of principles and processes in plant biology with emphasis on vascular plants. Includes survey of the plant kingdom. Three hours lecture and three hours laboratory per week.

BIO 201 Human Anatomy and Physiology I (4)

Prerequisite: One semester of college level biology and one semester of college level chemistry or equivalent, or instructor's permission. The study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system and nervous system. Three hours lecture and three hours laboratory per week.

BIO 202 Human Anatomy and Physiology II (4)

Prerequisite: BIO 201 or instructor's permission.

Continuation of structure and function of the human body. Topics include endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. Three hours lecture and three hours laboratory per week.

BIO 205 Microbiology (4)

Prerequisite: One semester of college level biology or instructor's permission. One semester of college level chemistry recommended.

Study of micro-organisms and their relationship to health, ecology, and related fields. Three hours lecture and four hours laboratory per week.

BIO 223 Vertebrate Zoology (4)

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

A study of the evolution, systematic, diversity, distribution, ecology and major adaptations of the vertebrates.

BIO 226 Ecology (4)

Prerequisite: ENV 101 or BIO 181 or BIO 182.

Introduction to the concepts and principles of ecology including organization, function and development of ecosystems, biogeochemical cycles, population dynamics and other related topics. Three hours lecture and three hours laboratory per week which includes field studies and possible weekend field trips.

BIO 240 Human Pathophysiology (3)

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

The course will emphasize 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. This will form a basis for applying this understanding to the study of altered physiological states that will be encountered in the health care professions.

BIO 242 General Genetics (4)

Prerequisite: One semester of college level biology or instructor's permission.

One semester of college level chemistry recommended. Basic principles and concepts of inheritance. Three hours lecture and three hours laboratory per week.

BIO 296 Scientific Research Seminar (1)

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

Business and Office Administration (BUS)**BUS 111 Keyboarding (3)**

Includes operation and mastery of the computer keyboard. Keying alphabetical and number keys by touch, basic skills in formatting letters, memos and reports, and composing other business documents. One (1) hour laboratory required.

BUS 121 Records Management (3)

Prerequisite: FST 131 or instructor's permission.

Introduction and application of basic filing methods with emphasis on management, planning, and control of records.

BUS 124 Office Procedures (3)

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

Introduction to general office duties including telephone techniques, receptionist duties, record-keeping, time management, and employment preparation.

BUS 141 Introduction to Business (3)

Prerequisite: FST 131 or instructor's permission.

Designed to orient the student to the role of business in the American economic system. An overview of business ownership, management, marketing, data processing, human resources, accounting, finance, consumerism, and the economic environment of capitalism.

BUS 142 Business Math (3)

Prerequisite: MTH 051.

Emphasizes mathematics used in business: percentages, interest, discounts, cost markup and markdown, taxes, checking accounts, insurance, and payroll. Emphasizes proficient use of the calculator.

BUS 143 Business English (3)

Application of basic grammar and sentence structure used in the business world.

BUS 144 Human Relations (3)

Examination and application of basic interpersonal communication skills. Investigation and examination of attitudes, behavior, and cultural influences that affect job and school performance. Offers structured situations in which to explore interpersonal relationships and communication skills. The course is open to students in education, the health fields, and all others who wish to explore the dynamics of getting along with people.

BUS 145 Customer Relations and Service (3)

For continued customer loyalty, every member of an organization needs to be involved in delivering excellent customer service. Learn the techniques and guidelines for coping with angry customers, minimizing stress, and making customer service a priority. The course will deal with problems and complaints, winning back customers, and creating loyal customers. It emphasizes the importance of effective communication, shows you how to build, maintain, and nurture your customer relationships as well as how to handle dissatisfied customers.

BUS 152 Fundamentals of Accounting (3)

Prerequisite: MTH 011 or instructor's permission.

An introduction to accounting fundamentals. Includes journalizing, posting, worksheets, financial reports, and data processing for accounting. One (1) hour laboratory required.

BUS 204 Business Law (3)

Prerequisite: FST 131 or instructor's permission.

Introduction to law and the legal process as it relates to business transactions including contracts, sales, commercial paper and secured transactions. Includes discussions of business ethics.

BUS 211 Business Internship (3)

Provides a practical learning experience with an employer in a career/field that the College student is studying or exploring.

BUS 214 Word Processing I (3)

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

An introduction to word processing. Includes application of the basic functions of the word processor. One (1) hour laboratory required.

BUS 216 Word Processing II (3)

Prerequisite: BUS 214 or instructor's permission.

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

BUS 240 Personal Finance (3)

Prerequisite: MTH 051.

Creates an awareness of personal money management. Particular emphasis on budgeting, borrowing, purchasing, investing, insurance, and other financial planning.

BUS 242 Small Business Management (3)

Prerequisite: BUS 152 or instructor's permission.

An overview of basic management principles, financing, accounting, and legal requirements encountered by modern small business. Stresses characteristics of successful business operations and incorporates the uniqueness of business enterprises on the Navajo Nation.

BUS 243 Business Communication (3)

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

Emphasizes the importance of and skills in oral and written communication in business, and gives special attention to proofreading and mechanics of grammar.

BUS 246 Principles of Management (3)

Introduces vital aspects of supervisory management. Gives an overview of skills, functions, communications, employee problems, productivity management, and legal concerns related to supervisory tasks.

BUS 251 Financial Accounting (3)

Prerequisite: BUS 152 or instructor's permission.

Introduction to the theory and practice of accounting in sole proprietorships, partnerships, and corporations. Emphasis on the accounting cycle, periodic reporting, receivables, payables, inventories, and accounting systems. One (1) hour laboratory required.

BUS 252 Managerial Accounting (3)

Prerequisite: BUS 251.

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

BUS 254 Microcomputer Accounting (3)

Prerequisite: BUS 152, MTH 011.

Fundamentals of commercial accounting programs used on microcomputers. Includes installation and use of the general ledger, accounts receivable, account payable, and payroll.

BUS 260 Finance (3)

Prerequisite: BUS 251 and MTH 110 or concurrent.

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

BUS 272 Marketing (3)

An orientation 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.

BUS 280 Computers in Business (3)

Prerequisite: Basic typing skills or instructor's permission.

Use of microcomputers in the business world. Emphasizes use of software for processing business data, such as word processing, spreadsheets, databases, and Power-Point. One (1) hour laboratory required.

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

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

A survey of modern chemistry and the relationship of chemical principles to familiar aspects of living, including topics relevant to Navajo culture. Discusses theories of atoms, molecules, chemical bonds, chemical reactivity, solutions, and the chemical basis of life. Suitable for allied health and education majors. Three hours of lecture and three hours of laboratory per week.

CHM 151 General Chemistry I (5)

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

Fundamental concepts of chemistry with an emphasis on theoretical and physical principles; atomic and molecular structure and theory; properties of gases, liquids, solids, and solutions; and kinetics and equilibrium. Laboratory experiments illustrate chemical principles, some of which are quantitative in nature, involving titrametric and gravimetric methods. Four hours of lecture and three hours of laboratory per week.

Note: Course for pre-professional, engineering and chemistry majors.

CHM 152 General Chemistry II (5)

Prerequisite: CHM 151 or equivalent.

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 equilibria, and instrumental analysis. Four hours of lecture and three hours of laboratory per week.

CHM 230 Fundamental Organic Chemistry (4)

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

Survey of modern organic chemistry. Topics include structure, properties, and reactions of the various classes of organic chemicals, including saturated and unsaturated hydrocarbons, alcohols, halides, carbonyls and amines. Introduces reaction mechanisms. Examples include simple synthesis and biochemical reactions. For allied health and nursing majors. Three hours lecture and three hours laboratory per week.

CHM 235 General Organic Chemistry I (4)

Prerequisite: CHM 152 or instructor's permission.

Study of 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. Three hours lecture and three hours laboratory per week.

Note: For pre-professional, engineering and chemistry majors.

CHM 236 General Organic Chemistry II (4)

Prerequisite: CHM 235. Continuation of CHM 235. Spectroscopic applications in organic chemistry; condensation reactions of carbonyl compounds, rearrangement reactions, and mechanisms; chemistry of fats, amines, proteins, and carbohydrates. Three hours lecture and three hours laboratory per week.

Computer Information System (CIS)**CIS 100 Windows (1)**

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

CIS 101 Spreadsheet (3)

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

CIS 102 Data-base Management (1)

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

CIS 103 Computer Graphics (1)

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

CIS 106 Introduction to the Internet (1)

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

CIS 111 Introduction to Computers (3)

Prerequisite: ENG 100B, FST 131, and MTH 051.

Concepts of information systems and computer terminology; introduction to and hands-on experience with state-of-the-art computing resources-hardware, software, and networking; and introduction to a general-purpose programming language. Two hours of laboratory per week required.

Cooperative Education (COE)**COE 211 Cooperative Education I (3-9)**

Provides practical learning experiences with employers in a career and field that the College student is exploring.

COE 212 Cooperative Education II (3-9)

Job assignments that follow COE 211 that offer understanding of a career and field that the College student is exploring. Acquaints students with unfamiliar career possibilities. Learning goals are developed that reflect this analysis.

Computer Science (CSC)**CSC 140 Hardware Fundamentals (3)**

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

CSC 150 Programming Fundamentals (3)

Corequisite: MTH 100.

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

CSC 170 Web Fundamentals (3)

Corequisite: ENG 100B.

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

CSC 190 Operating Systems Fundamentals (3)

Corequisite: CSC 150 or CSC 170.

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

CSC 195 Special Topics (3)

Prerequisites: Consent of instructor and department approval.

This course will cover special topics not covered in the other courses in the curriculum. The exact content will depend on student interest and on the availability and interests of instructors. This course can be repeated for credit if the topics differ.

CSC 200 Object Oriented Programming (3)

Prerequisite: CSC 150.

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

CSC 210 Systems Analysis and Design (3)

Prerequisite: CSC 150.

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

CSC 240 Network Fundamentals (3)

Prerequisite: CSC 150 or CSC 170.

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

CSC 250 Data Structures and Algorithms (3)

Prerequisite: CSC 150 and CSC 200.

This course covers fundamental data structures and the algorithms used to process them. The data structures include arrays, linked lists, stacks, queues, lists, dictionaries and trees. The algorithms include recursion and various search and sorting techniques. Three hours lecture and two hours laboratory per week.

CSC 260 Computer Organization and Architecture (3)

Prerequisite: CSC 150 and MTH 210.

Basic concepts of computer organization and architecture: how digital logic is implemented on hardware; data representation; circuits; assembly language; I/O; system software; hardware components. Three hours lecture and two hours laboratory per week.

CSC 295 Internship or Practicum (3)

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

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

Early Childhood Education (ECE)**ECE 108 Field Experience I (2)**

Prerequisite: ECE 111 and another ECE program core course.

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

ECE 110 Field Experience II (2)

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

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

ECE 111 Introduction to Early Childhood Education (3)

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

ECE 116 Language and Cognitive Development (3)

Prerequisite: ECE 111.

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

ECE 220 Creative Arts for Young Children (3)

Prerequisite: ECE 111.

This course focuses on the central role that the creative arts play as an overall design element for early childhood care programs. Students learn to use drawing, painting, sculpture, manipulative, drama, music, dance, and other artistic modalities in planning the activities of children. Through the arts, guidance strategies are explored that foster responsibility, autonomy, self-reliance and positive social interactions within the cultural framework of the child. Taught in Navajo.

ECE 225 Child Growth and Development (3)

Prerequisite: ECE 111.

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

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

Prerequisite: ECE 111 or instructor's permission.

This course examines the structure of healthy Navajo communities by focusing on clan and extended family systems. Structures are then expanded and related to other institutional support systems that provide for the welfare of children and their families. Taught in Navajo.

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

Prerequisite: ECE 111.

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

Economics (ECO)**ECO 100 Business Quantitative Methods (3)**

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

This course provides the student with the basic mathematical, finance, statistical and computer tools necessary for an understanding of the quantitative aspects of business. The computer labs will also cover business and economic data bases available on the numerous government and private web sites. This course covers general education special requirements of intensive writing/critical thinking (IW/CI).

ECO 111 Introduction to Economics (3)

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

An introduction to the study of capitalism, including macro and micro perspectives. Draws comparisons to other forms of economic organizations including those of the Navajo.

ECO 200 Principles of Macroeconomics (3)

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

An introductory course on the 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. The course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

ECO 201 Principles of Microeconomics (3)

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

An introductory course on the 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. The course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

ECO 262 Navajo Resources and Economic Development (3)

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

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

Education (EDU)

EDU 111 Foundations of Education (3)

Prerequisite: FST 131 and ENG 100B.

Foundation of Education is a survey course for students who are considering education as a profession. The course covers the philosophical, socio-cultural, historical and legal foundations of education. Comparisons are made among various educational K-8 systems, with special attention to Navajo Nation schools and Indigenous cultures. The organization of schools is examined.

EDU 238 Children's Literature (3)

Prerequisite: ENG 101.

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

EDU 240 Introduction to Special Education (3)

Prerequisite: ENG 101; recommended EDU 111.

This course includes an overview of the history, current trends, and future directions of special education. The course covers federal legislation and policies, learning about disabling conditions, classroom integration/inclusion, and the social issues.

EDU 290 Methods and Materials in Navajo Education (3)

Prerequisite: FST 131 and ENG 100B.

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

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

Prerequisite: FST 131 and ENG 100B.

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

EDU 293 Native American Music for Teachers (3)

Cross listed with NIS 293.

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

EDU 345 Understanding Human Development in Schools (3)

Prerequisite: Acceptance in the BA Elementary Education Program.

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

EDU 350 Special Education in Indigenous Classrooms (3)

Prerequisite: Acceptance in the BA Elementary Education Program.

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

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

Prerequisite: Acceptance in the BA Elementary Education Program.

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

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

Prerequisite: Acceptance in the BA Elementary Education Program.

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

EDU 356 Methods for Language Diverse Students I (3)

Prerequisite: Acceptance in the BA Elementary Education Program.

This course introduces pre-service teachers to instructional strategies which enhance language learning for K-8 non-native speakers. K-8 Navajo-as-a-second-language (NSL) learners will be studied in depth along with the experiences of other groups learning a second language. In addition, pre-service teachers will explore factors that have excluded the Navajo language from K-8 schools and ones that now make access possible. The pre-service teacher will develop an understanding of the general characteristics of K-8 second language learners, and learn how to evaluate oral and written language proficiencies. They will demonstrate proficiency in preparing and teaching lessons that utilize methods and materials for learning oral and written second language.

EDU 358 Field Experience I (1)

Prerequisite: Acceptance in the BA Elementary Education Program.

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

EDU 361 Technology in Education (3)

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

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

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

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

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

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

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

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

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

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

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

EDU 376 Methods for Language Diverse Students II (3)

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

This course prepares pre-service teachers to better understand language acquisition and language learning in a K-8 setting. Pre-service teachers will gain knowledge of debates and processes of inquiry central to the elementary disciplines (i.e., advantages and limitations to teaching Navajo via situational, immersion, and/or second language teaching approaches). Ways of teaching K-8 subjects in the target language will be explored. Pre-service teachers will develop lesson plans that have clearly defined instructional objectives and employ a variety of instructional approaches, strategies, techniques, and assessment options.

EDU 378 Field Experience II (1)

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

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

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

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 378.

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

EDU 465 School Law (3)

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 378.

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

EDU 467 Bilingual/ESL Math Methods, Management & Assessment (3)

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 350 - 378.

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

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

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses EDU 350 - 378.

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

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

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of EDU courses 350 - 378.

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

EDU 478 Field Experience III (1)

Prerequisite: Acceptance in the BA Elementary Education Program and successful completion of EDU courses 350 - 378.

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

EDU 498 Student Teaching (14)

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

EDU 499 Diné Education Seminar (1)

Prerequisite: Acceptance in the BA Elementary Education Program. Successful completion of all courses except EDU 498.

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

Engineering (EGR)**EGR 111 Introduction to Engineering (2)**

Prerequisite: MTH 100 or equivalent.

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

EGR 116 Plane Surveying (2)

Prerequisite: MTH 111.

Instruction in the usage of the engineer's tape, transit, level, and methods of recording data in note form. Includes transverse layouts and computation.

EGR 121 Technical Drafting (3)

Covers drafting and the preparation of drawings.

EGR 141 Solar and Alternative Energies (3)

Defines energy and discusses the historical development and use of natural energies, the energy crisis, our energy-dependent society, and alternate sources with a major focus on solar energy.

EGR 217 Engineering Statistics (3)

Prerequisite: MTH 111, MTH 191, and PHY 121.

An introduction to the equilibrium of particles and rigid bodies. Also discusses friction, centroids, moments of inertia, trusses, and virtual work.

EGR 218 Engineering Dynamics (3)

Prerequisite: EGR 217 and MTH 220.

Topics include kinematics and dynamics of particles and rigid bodies, concepts of energy and work, impulse, and momentum.

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

Prerequisite: FST 133 or placement test.

This course develops writing ability through writing process strategies and work on basic grammar skills. Narrative and descriptive writing are emphasized. (IP grade applicable).

ENG 100B Communication Workshop II (3)

Prerequisite: ENG 100A or placement test.

Using a mixture of teaching strategies, this course develops the ability to communicate in writing. Elements of expository prose are emphasized. Basic grammar and sentence structures are covered as necessary. (IP grade applicable).

ENG 101 Freshman English I (3)

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

ENG 102 Freshman English II (3)

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

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

ENG 121 Speech Communication (3)

Prerequisite: ENG 101 and FST 131.

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

ENG 131 Reading and Writing for Special Purposes (3)

Prerequisite: FST 131 and ENG 100B

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

ENG 180 Technical Writing (3)

Prerequisite: ENG 101.

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

ENG 212 Creative Writing: Poetry (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ENG 213 Creative Writing: Short Fiction (3)

Prerequisite: ENG 101 or concurrent enrollment. This course is an introduction to the writing of short fiction. Emphasizes the elements of short fiction.

ENG 231 Introduction to Literature (3)

Prerequisite: ENG 102.

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

ENG 233 Introduction to Native American Literature (3)

Prerequisite: ENG 102.

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

ENG 234 Literature of the Southwest (3)

Prerequisite: ENG 102. A survey of selected works by Southwest authors in a variety of genres to promote appreciation and understanding of this multicultural region. This course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

ENG 241 Media Journalism (4)

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

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

Environmental Science and Technology (ENV)

ENV 101 Introduction to Environmental Science (4)

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

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

ENV 160 Introduction to Geographic Information System (3)

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

Introduction to Geographic Information System (GIS) software using the ARCH/INFO program. Covers GIS planning methods and the uses and analysis of geographic and attribute data. Requires applications of the GIS for summer research projects. Includes an introduction to INFO data commands and the ARCHVIEW display program. Students must use GIS in a summer research project and in a final presentation.

ENV 199 Climate Change for Tribal Peoples (4)

Introduction to scientific evidence of climate change globally and relating to Native American tribes, including ecological changes on tribal lands including the reservation. Explorations of conditions causing climate change and the influence of human behaviors. Investigation of actions which can be taken locally to mitigate the impacts of climate change. Three hours lecture and three hours laboratory study per week which includes fields studies and possible weekend field trips.

ENV 202 Introduction to Environmental Engineering (4)

Prerequisite: CHM 130 or above plus MTH 100 or above.

Introductory course in controlling pollution. Basics are presented on water supply and wastewater treatment, solid and hazardous waste management, and air pollution control. Environmental laws and regulations are also covered.

ENV 204 Environmental Planning and Management (3)

Prerequisite: ENV 101 or instructor's permission.

Principles of environmental planning for self and community with emphasis on issues within the Navajo Nation. Students practice setting goals and objectives; developing timelines; reviewing planning documents, policies, and laws; analyzing historical patterns of development; becoming familiar with soil surveys, socioeconomic data, and other technical data use in planning; and planning at least one project forward maintaining balance in the environment. Integrates Diné concepts of planning.

ENV 210 Solid Waste Management (4)

Prerequisite: CHM 130 or above plus MTH 110 or above. Introduction to the planning, design and operation of solid waste collection and disposal facilities, resource recovery, and waste minimization. Special emphasis on municipal solid waste on American Indian reservations.

ENV 214 Water and Wastewater Technology (4)

Prerequisite: CHM 130 or above plus MTH 100 or above.

Introduction to the planning, design, and operation of a public drinking water treatment and supply facility, as well as a wastewater treatment and disposal facility.

ENV 218 Water Resources Technology (4)

Prerequisite: GLG 101 and MTH 110 or above.

Introduction to hydrology, water law, water resources management, and planning with special focus on the Navajo Nation.

ENV 230 Environmental Sampling and Monitoring (4)

Prerequisite: BIO 181 or BIO 182.

Principles of geology and ecology are covered and the course introduces methods and techniques in environmental sampling and monitoring for water, air and solids. Three hours lecture and three hours lab.

ENV 297 Practicum in Environmental Science (3)

Prerequisite: Instructor's permission.

Provides a practical learning experience in environmental science. Credit is awarded upon demonstrated achievement of educational goals agreed upon between student and instructor. Field research required.

Fine Arts (FA)

FA 112 Basic Design (3)

Creative, imaginative, and perceptual problem solving using design, color theory, and critical evaluation. Covers two- and three-dimensional design projects for intuitive thinking and problem solving. Two hours lecture and three hours laboratory per week.

FA 115 Beginning Drawing (3)

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

FA 120 Beginning Ceramics (3)

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

FA 121 Beginning Photography (3)

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

FA 131 Beginning Sculpture (3)

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

FA 180 Introduction to Commercial Art (3)

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

FA 181 Digital Photography and Image Editing (3)

Prerequisite: Reading proficiency; Computer literacy, FA 112, FA 180, or instructor's permission.

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

FA 190 Beginning Painting (3)

Prerequisite: FA 112.

An introduction to practical applications of painting, stressing the personal exploration of ideas. Covers fundamental concepts such as functional color theory and atmospheric perspective. Two hours lecture and three hours laboratory per week.

FA 215 Intermediate Drawing (3)

Prerequisite: FA 115.

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

FA 220 Expressive Arts Therapy (3)

Cross listed with PSY 220.

Provides an overview, experiential course 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.

FA 221 Intermediate Photography (3)

Prerequisite: FA 121 or instructor's permission.

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

FA 227 Art for Teachers (3)

Methods and theories of art education for early childhood and elementary school, including art appreciation and art history.

FA 231 Intermediate Sculpture (3)

Prerequisite: FA 131 or instructor's permission.

A second-semester course in sculpture as an art medium. Further development in the application of sculptural concepts and physical processes. Encourages independent initiatives. Two hours lecture and three hours laboratory per week.

FA 245 Life Drawing (3)

Prerequisite: FA 115 and FA 215.

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

FA 290 Intermediate Painting (3)

Prerequisite: FA 190 or equivalent.

A second-semester course in painting as an art medium. Further application of painting concepts and physical processes. Encourages independent initiative for developing further expertise in painting. Two hours lecture and three hours laboratory per week.

Foundation Studies (FST)**FST 100 College Success Skills (3)**

Prerequisite: Placement Tests or instructor's permission.

Offers an opportunity for students to improve their study habits and learn basic study skills necessary for success in college. Includes practice in note taking, test taking skills, time management and use of library. Practical application of study skills emphasized. Explores variety of resources available to college students. Begins career options exploration.

FST 129 Foundations of Reading I (3)

Prerequisite: Placement test.

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

FST 130 Foundations of Reading II (3)

Prerequisite: FST 129 or placement test.

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

FST 131 Advanced Reading (3)

Prerequisite: FST 130 or placement test.

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

FST 133 Applied Communication I (3)

Prerequisite: Placement test.

Designed for students who need to master basic communications skills necessary for college courses and/or their chosen vocational fields. Emphasizes basic English grammar and sentence structure. (IP grade applicable).

FST 141 Peer Tutor Training (3)

Prerequisite: Instructor's permission.

Designed to train students to help other students with academic problems. Includes tutoring techniques, interpersonal relations, decision making and study skills. Students wishing to take this course must excel in at least one academic subject. Students may be able to begin tutoring during the first semester.

FST 142 Peer Tutor Practicum (3)

Prerequisite: FST 141 or instructor's permission.

A seminar course designed to expand the peer tutor's knowledge and experience through tutoring and analysis of tutoring problems. Guest speakers may explore pertinent topics and students will keep a log of their tutoring experiences and reactions.

Geology (GLG)

GLG 101 Indigenous Physical Geology (4)

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

High school chemistry or physics is recommended. Basic principles of geology and applications of chemistry and physics to geological problems with an emphasis on the geology of the Navajo Nation and geologic topics of significance to Navajo people. Rocks, minerals regional landforms and structures. Earth processes, Earth systems, and geologic time. Three hours lecture and three hours laboratory. Includes field studies and possible weekend field trips.

GLG 102 Historical Geology (4)

Prerequisite: GLG 101.

Application of geologic principles to the interpretation of Earth history and the evolution of life. Three hours lecture and three hours laboratory. Includes field studies and possible weekend field trips.

GLG 105 Introduction to Planetary Science (4)

Prerequisite: ENG 100B, FST 131, and MTH 051. High school chemistry or physics is recommended.

Solar system objects and their geologic evolution including interiors, surfaces, atmospheres, and dynamic processes of change. Some weekend field trips may be required. Three hours lecture and three hours laboratory.

GLG 203 Environmental Geology (4)

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

A quantitative study of environmental problems involving solid-Earth systems and human interactions. Case studies concerning the Navajo Nation and environs in the arid Southwest are given special emphasis. Three hours lecture and one three-hour laboratory per week. Some weekend field trips may be required.

GLG 229 Field and Laboratory Geology for Teachers (3)

Prerequisite: One college level science course.

A modular (project-oriented) course in the principles of geology and methods of geology education, 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, Diné Education Philosophy, and the National Science Education Standards. Graduate-level credit may be arranged through a cooperating university. Some weekend fieldtrips may be requested.

Health Education (HEE)

HEE 110 Introduction to Wellness (3)

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

HEE 111 Personal and Community Health (3)

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

HEE 112 First Aid/CPR (3)

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

History (HST)

HST 101 World Civilization I (3)

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

A survey of Middle Eastern, Asian, Western, Native American, and African history to the discovery of the Americas by Europeans. The course emphasizes general education special requirements in ethnic/race/gender, historical, global awareness (ERG, HA and GA).

HST 102 World Civilization II (3)

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

A survey of Middle Eastern, Asian, Western, Native American, and African history since the discovery of the Americas by Europeans to the present. The course emphasizes general education special requirements in ethnic/race/gender, historical and global awareness (ERG, HA and GA).

HST 135 American History: Prehistory to 1865 (3)

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

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

HST 136 American History: 1865 to Present (3)

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

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

HST 202 Modern Latin America (3)

Prerequisite: ENG 101.

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

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

Prerequisite: ENG 101.

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

HST 245 History of the American West (3)

Prerequisite: ENG 101.

This course is a historical survey of the American West as a region from pre-Columbian times to the present. The course emphasizes general education special requirements of intensive writing/critical thinking, 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.

Covers selected topics in history. Specific topics are stated when the course is scheduled. May be repeated with a change of content.

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

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

HUM 131 Music Appreciation (3)

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

HUM 151 Perspectives on the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HUM 152 Film Appreciation (3)

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

HUM 221 Introduction to Philosophy (3)

Prerequisite: ENG 101 and FST 131.

An introduction to major issues in philosophy. Readings and discussion of writings by major philosophers. The course emphasizes the general education special requirement of intensive writing/critical thinking (IW/CI).

HUM 250 The Arts and Society (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

Library(LIB)**LIB 110 Introduction: Books and Libraries (2)**

Prerequisite: FST 131 or instructor's permission.

An introduction to the College library collection and training in the techniques of locating information using library resources. One hour lecture and two hours laboratory. Requires an annotated bibliography for the final project. All labs held in an approved library.

Mathematics (MTH)**MTH 011 Arithmetic (3)**

Covers arithmetic operations with whole numbers, fractions, decimals, percent measurement conversions, area and volume, and basic algebraic manipulations. (IP grade applicable).

MTH 051 Beginning Algebra (3)

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

An introduction to algebra concepts: integers, rational numbers, algebraic expressions, linear equations, products, factors, algebraic fractions, quadratic equations, exponents, and radicals. (IP grade applicable).

MTH 100 Intermediate Algebra (4)

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

The real number systems, arithmetic operations with integers, linear equations, word problems, formulas, exponents and radicals, polynomials, factoring, quadratic equations, rational expressions and graphing. (IP grade applicable).

MTH 107 Math for Elementary School Teachers I (3)

Prerequisite: MTH 100 or equivalent.

Covers set theory, Venn diagrams, natural numbers, integers, rational numbers, and real numbers. Presents an in-depth study of the real number system with all topics relating to elementary teaching. Pedagogy and assessment conform to the National Council of Teachers of Mathematics standards (1989). Students planning to enter the Diné Teacher Education Program must take MTH 180 and 181 rather than MTH 107 and 109.

MTH 109 Math for Elementary School Teachers II (3)

Prerequisite: MTH 100 or equivalent.

Relates logic and reasoning in geometry, constructions, definitions, theorems, polygons, lines, angles, areas, and volumes to the teaching and content of the elementary grades. Pedagogy and assessment conform to the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics (1989). Students planning to enter the Diné Teacher Education Program with Arizona State University must take MTH 180 and MTH 181 rather than MTH 107 and MTH 109.

MTH 110 College Algebra (3)

Prerequisite: Placement test or minimum grade of “C” in MTH 100 or instructor’s permission.
Covers functions and their graphs, including linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Also covers the algebraic concepts necessary for the study of these functions. Four lecture hours per week.

MTH 111 College Trigonometry (3)

Prerequisite: Minimum Grade of “C” in MTH 110 or instructor’s permission.
Definition of Trigonometric functions, graphs, identities, inverse trigonometric functions, equations, applications, law of sines, and cosines. Two lecture hours and two workshop hours are required per week.

MTH 114 College Mathematics (3)

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 180 College Mathematics for Elementary School Teachers I (3)

Prerequisite: “C” grade or better in MTH 110 or MTH 114.
Intuitive development of the arithmetic of real numbers beginning with counting numbers and progressing through integer and rational numbers as appropriate for students in grades K-8. Problem-solving techniques ranging from hands-on activities with manipulatives to algebraic methods are emphasized throughout.

MTH 181 College Mathematics for Elementary School Teachers II (3)

Prerequisite: “C” grade or better in MTH 110 or MTH 114.
Intuitive development of geometry and measurement. Introduction to probability and statistics using arithmetic and algebraic methods.

MTH 190 Pre-Calculus (5)

Prerequisite: Minimum of grade of “C” in MTH 110 or instructor’s permission.
Offers in-depth preparation for students in science, math, and engineering. Services as a prerequisite for calculus. Covers algebraic and geometric properties of functions (polynomial, rational, exponential logarithmic and trigonometric); sequences and series; methods of proof; the binomial theorem; topics in analytic geometry; matrices; polar coordinates; complex numbers; vectors; and an introduction to limits. Five hours lecture per week.

MTH 191 Calculus I (5)

Prerequisite: Minimum grade of “C” in MTH 190 or instructor’s permission.
Introduction to calculus with an emphasis on problem solving. Limits and continuity, differential and integral calculus of one variable, the fundamental theorem of calculus, with applications in business, social and behavioral sciences, and the natural sciences. Five hours lecture per week.

MTH 192 Calculus II (4)

Prerequisite: Minimum grade of “C” in MTH 191 or instructor’s permission.
Techniques of integration, applications of integration, parametric equations, polar coordinates, sequences, and series. Five hours lecture per week.

MTH 210 Discrete Math (3)

Prerequisite: MTH 110 or instructor’s permission.
Set theory, combinatorics, probability, graphs theory, and Finite Geometry. Topics relevant to Computer Science majors.

MTH 213 Statistics (4)

Prerequisite: Minimum grade of “C” in MTH 110 or MTH 114 or instructor’s permission. Cross listed with PSY 213.
Representation of data, measures of central tendency, standard deviation, sampling, the normal, chi-square, student’s T and F distributions, and regression and correlation. Basic concepts of experimental design and statistic analysis involved in quantitative research.

MTH 220 Calculus III (4)

Prerequisite: Minimum grade of “C” in MTH 192 or instructor’s permission.

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

MTH 221 Ordinary Differential Equations (3)

Prerequisite: Minimum grade of “C” in MTH 192 or instructor’s permission.

First order differential equations, applications, higher order differential equations, numerical methods, with applications in physical, biological and Social and Behavioral Science.

MTH 225 Elementary Linear Algebra (3)

Prerequisite: MTH 110 or instructor’s permission.

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

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

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

NAV 102 Navajo as a Second Language II (4)

Prerequisite: NAV 101.

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

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

Prerequisite: NAV 102.

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

NAV 202 Advanced Intermediate Navajo for Non-Native Speakers (4)

Prerequisite: NAV 201.

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

NAV 211 Navajo Literacy for Speakers I (3)

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

NAV 212 Navajo Literacy and Grammar for Speakers II (3)

Prerequisite: NAV 211.

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

NAV 231 Medical Terminology of the Navajo (3)

Prerequisite: NAV 101 or NAV 211.

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

NAV 287 Navajo Transcription (3)

Prerequisite: NAV 212.

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

NAV 289 Navajo Linguistics (3)

Prerequisite: NAV 212.

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

NAV 291 Advanced Navajo Public Speaking (3)

Prerequisite: NAV 212 or instructor's permission.

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

NAV 301 Navajo Descriptive and Narrative Writing (3)

Prerequisite: NAV 212.

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

NAV 350 Teaching Navajo to the Native Speaker (4)

Prerequisite: NAV 301.

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

NAV 351 Teaching Navajo as a Second Language (4)

Prerequisite: NAV 301.

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

NAV 401 Navajo Grammar and Applied Linguistics (3)

Prerequisite: NAV 289 and NAV 301.

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

NAV 478 The Athapaskan Roots of Navajo (3)

Prerequisite: NAV 401 and NAV 289.

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

Navajo and Indian Studies (NIS)**NIS 090 Chief Manuelito Scholar's Navajo Government (2)**

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

NIS 101 Navajo Pottery (3)

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

NIS 103 Navajo Basketry (3)

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

NIS 105 Navajo Weaving I (3)

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

NIS 107 Moccasin Making (3)

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

NIS 108 Navajo Silversmithing I (3)

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

NIS 111 Foundations of Navajo Culture (3)

Prerequisite: ENG 101.

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

NIS 150 Introduction to Navajo Herbology (3)

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

NIS 205 Navajo Weaving II (3)

Prerequisite: NIS 105.

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

NIS 208 Navajo Silversmithing II (3)

Prerequisite: NIS 108.

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

NIS 220 Navajo Oral History (3)

Prerequisite: ENG 101 and NIS 111.

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

NIS 221 Navajo History to Present (3)

Prerequisite: ENG 101.

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

NIS 222 Contemporary Indian Affairs and Tribal Government (3)

Prerequisite: FST 131, ENG 101, and NIS 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 1920's. Examines the legal and political basis of Navajo Nation government, the structure and functions of the Navajo Nation powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal government. Highlights major contributions of Navajo Nation chairmen and presidents..

NIS 261 Navajo Oral Tradition and Styles (3)

Prerequisite: ENG 101 and NIS 111.

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

NIS 290 Native American Symposium (3)

Selected topics in contemporary Native American affairs.

NIS 292 Native American Holistic Expression (3)

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

NIS 293 Native American Music for Teachers (3)

Cross listed with EDU 293.

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

NIS 294 Diné Educational Philosophy I (3)

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

NIS 295 Diné Educational Philosophy II (3)

Prerequisite: NIS 294.

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

NIS 311 Introduction to Navajo Wholistic Healing (3)

Prerequisite: ENG 101 and NIS 111.

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

NIS 371 Navajo Philosophy (3)

Prerequisite: ENG 101 and NIS 111.

An advanced analysis of the inter-relationship of male and female principles and the manifestation of dual forces. The course takes a well-integrated look at Diné philosophical thought on metaphysics, epistemology, aesthetics, ethics, religion, and traditional social structure.

Physical Education and Health (PEH)**PEH 113, 119 Team Sports (1)**

Students on the Diné College (113) Cross-Country or (119) Archery team may enroll in the courses with Coach/Instructor's permission. Students sign a course contract and are responsible for the rules and regulations of their sport. Students who quit or are dropped from the team are dropped from this course unless other arrangements are made with the instructor.

PEH 120 Strength Training (1)

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

PEH 121 Advanced Strength Training (1)

Prerequisite: PER 120 or instructor's permission.

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

PEH 122 Fitness for Life (2)

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

PEH 123 Archery (1)

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

PEH 125 Basketball (1)

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

PEH 130 Physical Education Activity (1)

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

PEH 132 Jogging (1)

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

PEH 135 Recreational Games (1)

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

PEH 138 Volleyball (1)

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

PEH 141 Aerobics (1)

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

PEH 143 Country and Western Dancing (1)

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

PEH 148 Outdoor Recreation (1)

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

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

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

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

PHY 110 Algebra based Physics I (4)

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

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

PHY 111 Algebra based Physics II (4)

Prerequisite: PHY 110 or equivalent course.

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

PHY 121 Calculus based Physics I (4)

Prerequisite: MTH 191 or instructor's permission.

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

PHY 131 Calculus based Physics II (4)

Prerequisite: PHY 121 and MTH 192 or concurrent enrollment or equivalent courses.

Second of three sequences of calculus-based courses designed for the science and engineering major; covers electricity, magnetism and optics. Three hours lecture and three hours laboratory per week.

PHY 243 Calculus based Physics III (3)

Prerequisite: PHY 131 and MTH 220 or concurrent enrollment or equivalent courses.

Third and final of a sequence of calculus-based courses designed for the science and engineering major; covers thermodynamics, atomic and nuclear physics. Three hours lecture per week.

Political Science (POS)**POS 111 Introduction to Political Science (3)**

Prerequisite: ENG 101.

Examines the principles, methods, topics, and concepts of political science in light of contemporary political events. Analyzes power, authority, and political philosophy in diverse contexts including tribal politics. Meets teacher certification requirements. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and global awareness (IW/CI, ERG, and GA).

POS 170 American Government and Politics (3)

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

Examines the origin of the U.S. Constitution as well as governmental structures, procedures, and politics at the federal, state, local, and tribal levels.

POS 181 Arizona Constitution and Government (1)

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

Examines the Arizona State Constitution in terms of its historical roots, content, modifications, and interpretations. Also examines Arizona governmental structures, procedures, and politics at all levels including the Navajo tribal level. Meets Arizona teacher certification requirements.

POS 226 Navajo Nation Government (3)

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

The development of Navajo Nation government concentrating on its evolution since the 1920's. Examines the legal and political basis of Navajo Nation government, the structure and functions of Navajo Nation powers and services, fiscal changes, and administrative growth. Includes political relations, developments, and transitions related to state and federal government. Highlights major contributions of Navajo Nation chairmen and presidents. The course emphasizes the general education special requirements of intensive writing/critical thinking, and ethnic/race/gender, and historical awareness (IW/CI, ERG, and HA).

POS 271 U.S. Constitution and Politics (2)

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

Examines the philosophical antecedents, historical development, and interpretations of the U.S. Constitution. Also examines federal governmental structures, procedures, and politics. Meets Arizona teacher certification requirements.

Psychology (PSY)**PSY 100A Ethics and Human Services (1)**

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

Covers ethics, confidentiality, non-discrimination, responsibility, competency, legal and moral standards, client welfare, client relationships, and professionalism in the human services.

PSY 100B Client Processing (1)

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

Covers client processing, intake, interviewing, treatment planning skills, and assessment and evaluation.

PSY 111 Introduction to Psychology (3)

Prerequisite: ENG 101. An introduction to the scientific study of individual behavior. Provides a broad overview of major approaches, concepts topic, issues, methods, findings, contributors, and applications of psychological knowledge to everyday life. Covers biological influences on behavior, sensation, perception, learning, cognition, motivation, emotion, personality, human development, psychopathology, and psycho-

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

PSY 212 Chemical Dependency (3)

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

This is an introductory course for examining basic issues in alcohol and drug abuse, treatment, and prevention. For paraprofessionals interested in expanding counseling and theoretical knowledge and skills.

PSY 213 Statistics (4)

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

Cross listed with MTH 213.

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

PSY 215 Personal and Social Adjustment (3)

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

An overview of basic psychological principles as they apply to coping with stress, interpersonal relationships, marriage, parenting, and working. Emphasis on learning to become a more competent and effective person. Course may carry one, two, or three credits.

PSY 220 Expressive Arts Therapy (3)

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

Provides an overview, experiential course for individuals in the counseling and behavioral health fields. Visual arts, music/sound, dance/movement, play therapy, psychodrama, and bioenergetics are examined as tools of therapy.

PSY 221 Cinema Therapy (3)

Prerequisite: ENG 101 and at least one Psychology course or instructor's permission.

Movies affect us because of their synergistic impact. This course will show the student and future counselor how film may help build a bridge between their client's "reel" life and their experiences in real life.

PSY 225 Group Dynamics (3)

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

Examines group dynamics, functions, change, and communication skills with emphasis on substance abuse and family contexts. Also covers social change, group processes, leadership, facilitation, and participation styles.

PSY 240 Human Growth and Development (3)

Prerequisite: ENG 101.

An overview of the field of human growth and development from prenatal development and birth through later adulthood and aging. Topics include physiology, perception, language, cognition, personality, social and moral development, family, and cultural and social influences on development. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 241 Abnormal Psychology (3)

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

Etiology, symptomatology, and classification of organic and functional behavior disorder, mental deficiencies, and other deviations. Treatment modalities overview will be examined.

PSY 242 Community Social Service Skills (3)

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

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

PSY 250 Social Psychology (3)

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

An overview of science-oriented approaches to the study of the impact of environment, particularly the social environment, on individual behavior. Considers individual behavior but emphasizes the relationship

between individual and group behavior. The course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 260 Drug Use and Abuse (3)

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

Cross listed with SOC 260.

An examination of current and historical patterns of alcohol and drug use, abuse, and control, including pharmacology and physiology of drugs. Use of PDR and DSM IV is presented. Emphasis on patterns of usage and programs for rehabilitation.

PSY 290 Methods of Research (3)

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

An introduction to qualitative and quantitative methods used in the Social and Behavioral Sciences. Covers testable theories, evaluation of research hypotheses, operational definitions, measurement, design data collection, analysis, and research report writing. Three hours lecture.

PSY 291 Introduction to Counseling (3)

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

An overview of various approaches to and techniques used in counseling.

PSY 292 Human Sexuality (3)

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

A survey of the psychological aspects of human sexual behavior. Emphasis on cognitive, emotional, behavioral, and cultural factors that shape sexuality.

PSY 295 Field Experience I (3)

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

Places students in community social and behavioral health agencies for a minimum of ten hours per week. Provides opportunities to develop knowledge, skills, and values in social work program.

PSY 296 Field Experience II (3)

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

Continuation of PSY 295 with more advanced experiences and detailed reports required.

PSY 297 Case Presentation (1)

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

Capstone case presentation that involves skills, interviewing, screening, treatment planning and management, ethics, confidentiality, non-discrimination, legal and moral standards, client welfare and relationships, professional relationships, termination of treatment, relapse prevention, and after care skills.

Public Health (PUH)

PUH 111 Introduction to Public Health (3)

This course introduces students to all aspects of the field of public health, focusing on health promotion and disease prevention goals designed to establish and maintain healthy communities. The 3 Core Functions and 10 Essential services of public health, as well as reading and lecture materials, are organized and presented within the contexts of Nitsáhákees, Nahat'á, liná and Siih hasin in the Diné Educational Philosophy. This course is intended to help students become both knowledgeable and culturally competent; as effective public health professionals in the Navajo Nation.

PUH 141 Nutrition for Health (3)

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

General concepts of nutrition applied to food choices that support health; cultural, psychological and economic implications of food choices. Current concepts and controversies in human nutrition. Carbohydrate, protein, lipids, vitamins, and minerals in nutrition; and the relation of nutrition to health throughout the life cycle.

PUH 191 Seminar in Public Health (3)

Introduces students to problems faced in health care delivery. Topics include emergency service, the delivery and referral systems, and challenges, including alcoholism, drugs, and mental health.

PUH 200 Principles of Health Education (3)

Prerequisite: Completion of FST 131 or reading proficiency requirement. PUH 111 and HEE 110 or concurrent enrollment.

This course introduces students to the field of Health Education. It explores social and behavioral theories, health education, and determinants of health behavior of individuals and groups. It requires a final project. Emphasis is on methods and issues relevant to the Navajo Nation. Guest speakers involved in health education on the Navajo Nation make presentations. Topics will facilitate application of the principles of SNBH.

PUH 201 Principles of Environmental Public Health (3)

Prerequisite: Completion of FST 131 or reading proficiency requirement. Completion of or concurrent enrollment in PUH 111. This course examines the field of Environmental Public Health. It explores environmental health professionals' roles in ensuring safe and healthy environments including proper sanitation, food safety, occupational safety, and air and water quality. Explores federal, state, local, and tribal entities involved in environmental public health activities. Navajo-specific examples are examined. Navajo cultural beliefs related to nature and the environment provides the foundation on which the course is taught.

PUH 202 Uranium and Environmental Health (3)

Prerequisite: Completion of FST 131 or reading proficiency requirement.

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

PUH 241 Human Nutrition (3)

Prerequisite: CHM 130 (CHM 230 recommended).

Principles of human nutrition relative to health. Emphasis on nutrients and how they affect the human body. Explores structure and function, digestion and absorption, and the metabolism of carbohydrates, lipids, proteins, minerals, and vitamins. Also examines energy, weight-management, nutritional requirements of different age groups, U.S. dietary trends, and guidelines for good nutrition and health.

PUH 270 Community Health Assessment and Planning (3)

Prerequisite: Completion of ENG 100B and PUH 111.

First of two courses that 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.

Introduce health services administration and the role of policy development in public health. The course services national, state, local, and Navajo Nation health services, focusing on how they are administered. Relates U.S. public health services to those on the Navajo Nation and other tribal communities. The course is taught according to Diné Educational Philosophy (primarily in the realm of liná). Encourages students to approach each topic following the principles of SNBH.

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

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

Second of two courses that examines assessment, planning, implementation, and evaluation in public health. The course focuses on implementation and evaluation and explores them as carried out in epidemiology, environmental health, health education and promotion, and health services administration. It is taught according to Diné Educational Philosophy (primarily in the realm of Siih hasin). Encourages students to approach each topic following the principles of SNBH.

PUH 289 Public Health Emergency Preparedness (4)

Practical knowledge, steps and considerations relating to preparation for any potential public health emer-

gency in the Navajo Nation. 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. No prerequisites, but prior completion of PUH 111 is recommended.

PUH 290 Public Health Research Methods (4)

Prerequisite: Knowledge of basic mathematical concepts (MTH 100), Biology (BIO 100 or above), and some computer literacy skills. ENG 101 and a Social and Behavioral Sciences course are recommended. Covers basic concepts in public health, health promotion and disease prevention, and cultural aspects of disease prevention. Qualitative and quantitative research is covered, including hypothesis development, research design, development of research protocols, analysis using computer software packages, and presentation of results.

PUH 295 Public Health Sciences (3)

Prerequisite: MTH 110 or MTH 118 and PUH 111.

Introduces epidemiology and biostatistics. Allows students to identify relevant and appropriate data and information sources. Explores relationships of risk factors and disease outcomes, with attention to the health priorities of the Navajo Nation. Introduces epidemiological research designs, statistics, and ways in which they influence public health decision-making.

Sociology (SOC)

SOC 111 Introduction to Sociology (3)

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

A general introduction to sociological perspectives. Discussions of social institutions, class, power, conflict, change, culture, and socialization. The course emphasizes general education special requirements in ethnic/race/gender awareness (ERG).

SOC 201 Racial and Ethnic Relations (3)

Prerequisite: ENG 101.

Examines minority and dominant group relations in the U.S. Explores patterns of prejudice and discrimination against race and ethnic minorities, assimilationist policies of the American government, their impact on American Indians and the Navajo experience. Emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 210 Deviant Behavior (3)

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

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

SOC 215 Native American in American Society (3)

Prerequisite: ENG 10.

A general review of current living conditions, roles, statuses, and images of American Indians. Analyzes social and cultural change and conflict. Examines the growth of urban indigenous groups and their adjustments to urbanization, as well as the social, economic and political achievements of the Southwestern Indians. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

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

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

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

SOC 220 Criminology (3)

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

Examination of crime, theories of criminal development, types of offenders, crime statistics, and incarcerated penology. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

SOC 260 Drug Use and Abuse (3)

Prerequisite: ENG 101 or concurrent enrollment, or instructor's permission. Cross listed with PSY 260.

An examination of current and historical patterns of alcohol and drug use, abuse, and control, including pharmacology and physiology of drugs. Use of PDR and DSM IV is presented. Emphasis on patterns of usage and programs for rehabilitation.

SOC 275 Social Stratification (3)

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

Examination of the unequal distribution of power, resources, income, and life chances in society. The course analyzes economic and social classes, racism, ethnic stratification, colonialism within the U.S., gender stratification, and the changing position of women in society. It reviews the effects of poverty on individuals and communities. The course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

Social Science (SSC)

SSC 100 General Social Science (3)

Introduction to sociology, anthropology, and geography. Includes material from political science, economics and psychology. Emphasizes concepts and terms common to study of human societies. Emphasizes fundamental academic skills.

Social Work (SWO)

SWO 111 Social Work as a Vocation (1)

Examines ego psychology as it is applied in social work.

SWO 211 Introduction to Social Work (3)

Continuation of SWO 111. Offers an introduction to values, ethic, skills, and knowledge pertaining to social work. Emphasis is on social systems theory.

SWO 242 Community Social Service Skills (3)

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

Cross listed with PSY 242.

Examines casework, group skills, organization of communities, and family therapy. Emphasis on case management, crisis intervention, and treatment planning especially in substance abuse situations. Credit may be given for work in a community service setting (at the discretion of the instructor).

SWO 243 Community Social Services and Culture (3)

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

SWO 250 Client Processing (3)

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

SWO 295 Field Experience I (3)

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

SWO 296 Field Experience II (3)

A continuation of SWO 295 with more advanced experiential applications.

Fees and Payments

Tuition Costs

Tuition costs for Associate degree courses \$30 per credit up to \$360 for full-time students. Tuition costs of \$120 per credit hour for 300-400 level courses in the Elementary Education BA program up to \$1440 for full-time students.

Resident/Dorm Costs

Residence dorms are only available on the Tsaille campus. Resident costs vary depending upon semester, single or double occupancy. For Fall or Spring semesters, Double occupancy is \$640 or Single occupancy is \$990. For 10-week Summer sessions, Double occupancy is \$380 or Single occupancy is \$580.

	Single	Double
Fall Semester	\$990	\$640
Spring Semester	\$990	\$640
Summer 10-week Session	\$580	\$380

Residential Students Meal Plans for Fall or Spring Semesters

19-meal plan 3 meals a day M thru F 2 meals a day on weekends	\$1596
15-meal plan 3 meals a day M thru F	\$1260
14-meal plan 2 meals M thru S	\$1176

Residential Students Meal Plans for each 5-week Summer Session

12-meal plan
 3 meals a day M thru R
 \$315

8-meal plan
 2 meals a day M thru R
 \$210

4-meal plan
 1 meal M thru R
 \$115

Dependent Meal Plans

Dependent meal plans for children up to age 12 who are residing in a dormitory are available. Please contact Residence Life Office for more information.

Commuter Students Meal Plans for Fall semester, Spring semester or Summer sessions

5-meal plan
 1 meal a day M thru F
 \$460

Estimated Costs of Diné College Attendance for Associate Degree Students by Semester

Estimated Fall or Spring Semester Expenses for Commuter Student	
Books & Supplies per semester	\$475
Technology fee (non-refundable)	\$20
Student activity fee for Shiprock, Tsaile & Tuba City (non-refundable)	\$25
Tuition (\$30 per credit up to \$360 for full-time students)	\$360
Registration fee (non-refundable)	\$20
Meal Plan (one meal per day)	\$460
Total Estimated Costs	\$1360

Estimated Fall or Spring Semester Expenses for Residential Student	
Books & Supplies per semester	\$475
Technology fee (non-refundable)	\$20
Student activity fee for Shiprock, Tsaile & Tuba City (non-refundable)	\$25
Tuition (\$30 per credit up to \$360 for full-time students)	\$360
Registration fee (non-refundable)	\$20
Double occupancy	\$640
Meal Plan (19-meal plan)	\$1596
Total Estimated Costs	\$3136

Estimated Five-Week Summer Session Expenses Residential Student	
Tuition (\$30 per credit up to \$180 for full time students)	\$180
Registration fee (non-refundable)	\$20
Technology fee (non-refundable)	\$20
Double occupancy	\$190
12-meal plan (4 days)	\$315
Books & supplies	\$238
Total Estimated Costs	\$963

Estimated Ten-Week Summer Session Expenses Residential Student	
Tuition (\$30 per credit up to \$360 for full time students)	\$360
Registration fee (non-refundable)	\$20
Technology fee (non-refundable)	\$20
Double occupancy	\$380
12 meal plan (4 days)	\$630
Books & supplies	\$476
Total Estimated Costs	\$1886

Other Fees

Application (new first time students)	\$20
Credit by exam: \$30 per credit hour plus	\$20
Graduation petition & diploma	\$25
Late graduation petition	\$10
Late registration	\$20
Meal ticket/ID replacement	\$10
Registration	\$20
Student Activity Fee	\$25
Student add/drop	\$2
Technology	\$20
Official transcript	\$5
Vehicle parking permit	\$5

Other fees apply for Residence Dorm students. See Dorm Agreement for details.

NOTE: All fines are added to a student's account. Requests for appeal of any fine will be accepted. Contact the Residence Life Office for more information.

Billing of Tuition and Fees

Billing of tuition and fees occur at the time of registration. A student should have no outstanding costs at the time of registration for the semester. However, the College will allow a student to have a balance of \$150 or less at the time of registration. Official Transcripts can only be obtained if the student's account has a zero balance. A fee of \$5.00 is charged for Official Transcripts. Unofficial transcripts are free of charge and can be obtained from the Warrior Web for current students or from the Office of Records & Admissions. (See the Fees and Payment section of the Catalog for more detailed information).

Payment Options

Diné College accepts cash, money orders, VISA or MasterCard debit and credit cards only. The Finance Office accepts debit or credit card payments of tuition and fees over the phone. The College does not accept personal checks.

Deferred Payments

To be eligible for a deferred payment schedule, students must have no prior default payments or financial obligation to the College. Students whose financial aid is pending may complete a deferred payment schedule at the time of registration. A student's enrollment may be cancelled if all fees are not paid according to the promissory note and deferred payment schedule. Students who request deferred payments must present verification of employment for themselves and submit a promissory note to the Finance Office. Deferred payment requests are reviewed and approved on an individual basis by the Finance Office for Tsaile and Shiprock Campuses.

Due to federal regulations, the Financial Aid Office (FAO) will not process any assistance for a student with prior outstanding balances greater than \$150.00. All expenses from prior semesters must be paid under \$100.00 and a student must sign contract in FAO to allow for future financial aid to pay outstanding balances. A student who has not maintained Satisfactory Academic Progress (SAP) while receiving financial assistance in two consecutive semesters is placed on SUSPENSION. During the suspension period, FAO will monitor the progress of each student and all current charges must be paid before any future award eligibility is determined.

Refund Policies

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

Fall or Spring Semester Refunds

<p>Tuition Refund Tuition is refunded from the date instruction begins as follows:</p> <table style="width: 100%;"> <tr><td>Before instruction begins</td><td style="text-align: right;">100%</td></tr> <tr><td>01–14 calendar days</td><td style="text-align: right;">80%</td></tr> <tr><td>15–21 calendar days</td><td style="text-align: right;">60%</td></tr> <tr><td>22–28 calendar days</td><td style="text-align: right;">40%</td></tr> <tr><td>29–35 calendar days</td><td style="text-align: right;">20%</td></tr> <tr><td>After 35th calendar day</td><td style="text-align: right;">No Refund</td></tr> </table>	Before instruction begins	100%	01–14 calendar days	80%	15–21 calendar days	60%	22–28 calendar days	40%	29–35 calendar days	20%	After 35th calendar day	No Refund	<p>Semester Residential Dorm/Housing Refund</p> <table style="width: 100%;"> <tr><td>01–05 calendar days</td><td style="text-align: right;">100%</td></tr> <tr><td>06–14 days calendar</td><td style="text-align: right;">80%</td></tr> <tr><td>15–21 days calendar</td><td style="text-align: right;">60%</td></tr> <tr><td>After 21 calendar days</td><td style="text-align: right;">No Refund</td></tr> </table>	01–05 calendar days	100%	06–14 days calendar	80%	15–21 days calendar	60%	After 21 calendar days	No Refund
Before instruction begins	100%																				
01–14 calendar days	80%																				
15–21 calendar days	60%																				
22–28 calendar days	40%																				
29–35 calendar days	20%																				
After 35th calendar day	No Refund																				
01–05 calendar days	100%																				
06–14 days calendar	80%																				
15–21 days calendar	60%																				
After 21 calendar days	No Refund																				

Summer Sessions Refunds

<p>Five-Week Summer Session Refunds Tuition for each session is refunded from the date instruction begins as follows:</p> <table style="width: 100%;"> <tr><td>Before instruction begins</td><td style="text-align: right;">100%</td></tr> <tr><td>1–3 calendar days</td><td style="text-align: right;">75%</td></tr> <tr><td>4–5 calendar days</td><td style="text-align: right;">50%</td></tr> <tr><td>6–7 calendar days</td><td style="text-align: right;">25%</td></tr> <tr><td>After 7 calendar days</td><td style="text-align: right;">No Refund</td></tr> </table>	Before instruction begins	100%	1–3 calendar days	75%	4–5 calendar days	50%	6–7 calendar days	25%	After 7 calendar days	No Refund	<p>Five-Week Summer Session Bookstore & Housing Refunds</p> <table style="width: 100%;"> <tr><td>1-3 calendar days</td><td style="text-align: right;">100%</td></tr> <tr><td>4-7 calendar days</td><td style="text-align: right;">75%</td></tr> <tr><td>After 7th calendar day</td><td style="text-align: right;">No Refund</td></tr> </table>	1-3 calendar days	100%	4-7 calendar days	75%	After 7th calendar day	No Refund
Before instruction begins	100%																
1–3 calendar days	75%																
4–5 calendar days	50%																
6–7 calendar days	25%																
After 7 calendar days	No Refund																
1-3 calendar days	100%																
4-7 calendar days	75%																
After 7th calendar day	No Refund																

<p>Ten-Week Summer Session Refunds Tuition for each session is refunded from the date instruction begins as follows:</p> <table style="width: 100%;"> <tr><td>Before instruction begins</td><td style="text-align: right;">100%</td></tr> <tr><td>1–3 calendar days</td><td style="text-align: right;">75%</td></tr> <tr><td>4–5 calendar days</td><td style="text-align: right;">50%</td></tr> <tr><td>6–7 calendar days</td><td style="text-align: right;">25%</td></tr> <tr><td>After 7 calendar days</td><td style="text-align: right;">No Refund</td></tr> </table>	Before instruction begins	100%	1–3 calendar days	75%	4–5 calendar days	50%	6–7 calendar days	25%	After 7 calendar days	No Refund	<p>Ten-Week Summer Session Bookstore & Housing Refunds</p> <table style="width: 100%;"> <tr><td>1-3 calendar days</td><td style="text-align: right;">100%</td></tr> <tr><td>4-7 calendar days</td><td style="text-align: right;">75%</td></tr> <tr><td>After 7th calendar day</td><td style="text-align: right;">No Refund</td></tr> </table>	1-3 calendar days	100%	4-7 calendar days	75%	After 7th calendar day	No Refund
Before instruction begins	100%																
1–3 calendar days	75%																
4–5 calendar days	50%																
6–7 calendar days	25%																
After 7 calendar days	No Refund																
1-3 calendar days	100%																
4-7 calendar days	75%																
After 7th calendar day	No Refund																

<p>Textbook Refund</p> <table style="width: 100%;"> <tr><td>01–05 calendar days</td><td style="text-align: right;">100%</td></tr> <tr><td>06–14 days calendar</td><td style="text-align: right;">80%</td></tr> <tr><td>15–21 days calendar</td><td style="text-align: right;">60%</td></tr> <tr><td>After 21 calendar days</td><td style="text-align: right;">No Refund</td></tr> </table>	01–05 calendar days	100%	06–14 days calendar	80%	15–21 days calendar	60%	After 21 calendar days	No Refund	<p><i>Return Policy: Students may receive a full refund for books returned within the first five days of class if they have a current receipt and books are in their original condition. CDs, InfoTrac pass code, internet pass codes, or software included with a book or sold alone must be intact, in the original packaging to receive a full refund.</i></p>
01–05 calendar days	100%								
06–14 days calendar	80%								
15–21 days calendar	60%								
After 21 calendar days	No Refund								

Financial Aid and Scholarship Services

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

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

Financial Aid Application Procedures

All students must complete the following:

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

Financial Aid Satisfactory Academic Progress Policy (SAP)

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

Satisfactory Academic Progress & Completion Rates

For financial aid purposes, a full-time student placed into remedial reading, writing, and mathematics courses must: (a) complete at least 12 credits each semester with a grade of A, B, C, D, or IP with a Semester Grade Point Average of 1.80 or better, and (b) accumulate credits that count toward a degree/certificate.

Note: First time freshman must carry 12 or more credits which is a full-time course load consisting of two remedial courses and two college level courses their first year of college or the 1st and 2nd semester). When a student reaches freshman classification: student must earn 80% of coursework each semester while attending fulltime in the 3rd and 4th semester. The final classification: Sophomore, the student must satisfactorily complete 80% coursework to maintain SAP.

Semester	Number of Credits	Fulltime Credits	Semester G.P.A.	Classification
1st	6	12	1.800	First time Freshman
2nd	12	24	1.800	
3rd	22	36	1.900	Freshman
4th	32	51	1.900	
5th	44	66	2.000	Sophomore
6th	56	81	2.000	
7th	68	96	2.000	

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

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

Nitsáhákees (Thinking)

- Returning for Fall 2009 or Spring 2010?
- Think about your goals (Long term / Short term)
- Choose the right major

Nahat'á (Planning)

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

liná (Living)

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

Siih Hasin (Assuring)

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

Diné College Scholarships

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

Navajo Nation Scholarship and Financial Assistance (ONNSFA)

For ONNSFA requirements, see ONNSFA Policies and Procedures or Financial Aid Student Manual /Handbook.

Navajo Nation Chapter Scholarships

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

Navajo Education Foundation

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

Other Scholarships

Many students are awarded scholarships by local organizations such as churches, business, and civic groups. Others receive assistance from an employer, credit union, corporation, foundations, or professional association.

The Financial Aid and Scholarship Office has information about the following:

- American Indian Service Scholarships
- Edward Coffey Memorial Scholarships
- Gates Millennium Scholarships
- Gertler Scholarships
- Indian Health Service Scholarships
- NOVA Scholarships
- Project Love Scholarships
- Shandiin Scholarships

Utah Navajo Trust Fund

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

Financial Aid Refund and Repayment Policy

If students receiving federal financial aid withdraw from the College, the amount of the financial aid to be repaid or refunded is calculated using a formula supplied by the U.S. Department of Education. The last day of attendance is used to calculate the total amount to be repaid. A refund is the difference between the amounts paid towards institutional cost (including financial aid and/or cash paid) and the amount the school may retain under the appropriate refund policy. See the Financial Aid Student Handbook for detailed information on the Title IV Refund/Repayment policy.

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

The distribution of refunds is made according to the following priority list:

1. Federal Pell Grant Program
2. Federal Supplemental Educational Opportunity Grant Program
3. State Student Incentive Grants

Right to Appeal & Financial Aid Appeals Committee

Students who fail to maintain satisfactory academic progress and are notified of their financial aid suspension may submit a petition and appeal their eligibility status to the Financial Aid Appeals Committee. The Appeals Committee will review the petitions. An appeal should be based on extenuating circumstances as documented by the student. After the Financial Aid Appeal Committee's consideration and decision, a response will be sent to the student.

Student Consumer Information

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

Student Services General Information

Student Rights and Responsibilities

All Diné College students have rights and responsibilities identified in the Student Code of Conduct Handbook. A copy may be obtained from all Diné College sites and online.

Campus Safety

The Tsaile Campus Police Department operates on a 24/7, year-round basis and has full authority peace officers and non-commissioned security officers. Shiprock north and south campuses are also served by security officers. All sites are assisted by the Navajo Department of Law Enforcement.

Student Services Web Site

The College web site provides current information about all aspects of our programs and services. It can be accessed through the internet at <http://www.Dinécollege.edu/services/student-services>

Health Services

Services are available at the local Indian Health Service. Non-Indian students can also be seen for emergencies.

Veterans' Assistance

Tsaile, Shiprock and Crownpoint locations each have a Certifying Official to assist veteran students with their Veterans' Education Benefits. Diné College curricula and courses are approved by the Arizona and New Mexico Veterans' Commission through the state approving agency. For additional information, contact Student Services.

Students with Disabilities

The College provides reasonable educational support and other academic services to disabled students. A student with disability who wishes to enroll for classes should contact Student Services or a Learning Center.

Students in postsecondary education are responsible for self-identifying themselves as individuals with disabilities, providing disability documentation, and requesting accommodations. The College is responsible for providing reasonable accommodations for qualified students with disabilities. The College does not provide special education, IEP (Individualized Education Programs) plans, specialized progress reports, and so forth.

High schools are legally mandated to identify students with disabilities and provide a free and appropriate education for the needs of students with disabilities. This is not the case when a student is taking classes in a college or in a university. The responsibility to notify a college or university of a disability lies with the student, if he or she desires to request services and accommodations on the basis of disability. Records can only be released or transferred with the written permission of the adult student (in cases where the student is under the age of 18, parent or guardian permission is also required).

Under federal law, family members are not provided with access to student information regarding disabilities, accommodations or academic progress. Disability related information and documentation is treated the same as medical information and handled under strict rules of confidentiality. Information is shared only on a limited basis within the College and then only when there is a compelling reason for the individual seeking the information to have knowledge of a special aspect of this confidential information.

Student Complaints

Students have the right to submit significant complaints in writing to appropriate College authorities. Such complaints are duly considered. Forms for registering complaints are available from the Office of Records & Admissions or on the College web site. Issues and complaints regarding employees should be addressed directly to the immediate supervisor.

Residence Life (at Tsaile Campus Only)

Only full-time students are eligible to live in residential halls. Each hogan-shaped hall features a circular fireplace located in a common area. Students must provide their own linens and are responsible for maintaining the cleanliness of their rooms. Coin-operated washing machines and dryers are available in each residential hall. Housing policies and regulations can be obtained from the Residence Life Office or on the Diné College web at <http://www.Dinécollege.edu/residence/residencelife>.

Students applying for residential housing must submit the following:

- Diné College Housing Application
- A signed Terms and Conditions form.
- A current Class Schedule
- Unofficial Transcript – if applying for the Honor's Dorm –minimum 3.50 CGPA
- Parking Permit

Married Student and Single Parent Housing

Students are assigned a single occupancy room at the single occupancy rate. See the Fees and Payments section of this Catalog for more information.

Parents must purchase a meal plan for their dependent(s). Because of limited space and health standards, no more than two children, birth to 12 years of age are permitted to live with their parents. Birth certificates indicating direct descent or legal adoption must be presented.

Guest Housing

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

Meal Plan for Residential and Commuter Students

All residence hall students must comply with housing policies and purchase a meal plan. All residential students with dependents must purchase a meal plan for the dependent(s), 3 to 12 years of age. Commuter students may purchase a meal plan, if desired. See the Fee and Payments section of the Catalog for more information.

Childcare Services for Dependent Children (Tsaile only)

Childcare Services are available through Navajo Nation Childcare Services and Head Start. Students must apply with the agencies as early as possible prior to the beginning of a semester as space is limited. Interested parents should contact:

Tsaile Head Start Program at 928.724.2209, or Tsaile Childcare at 928.724.6909

Resources to Support Student Learning

Academic Advising

Academic advising is a vital service to students to help them understand Programs of Study and career options. Advising ensures that students have information necessary to make good decisions about their future. Students are assigned an advisor according to one's major. An advisor may be a faculty or staff. Degree checklists are issued by the Office of Records & Admissions or may be obtained from an advisor. The checklist should be utilized before registering for classes. While advisors are initially assigned to students, students may request a change by completing a Request for Change of an Advisor form which is available from the Office of Records & Admissions.

An advisor who assists students with admissions, academic advising, transferability, placement testing, career assessment, financial aid, and registration is available at any Diné College location.

Learning Centers

The Learning Centers provides student academic support such as access to computers for academic studies, placement testing, proctoring of class tests, ABE/GED, tutoring, career assessment, and computer training. Support at each Diné College site varies. For more information contact a Learning Center.

Tsaile: The Learning Center provides academic support services for students. The Learning Center helps students achieve their educational goal. The services included are placement testing, tutoring, computer training/lab, online network, study area and advising. Placement Testing is required for all new students and transfers. Tutoring is provided on an individualized or group session. Workshops/training is provided in the areas of desktop software (e.g., word processing, spreadsheet, database, & digital images), email, Internet, and other education software. For more information, log on to <http://www.dinecollege.edu/learningcenter>

Shiprock: The Learning Center at Shiprock Campus provides a friendly atmosphere for studying. Peer tutors assist students who may encounter academic difficulty. Individualized and group tutoring is always available. The Learning Center administers College Placement Test. Computers are available with internet access and a variety of software programs, including Choices, an internet based career assessment. The Learning Center also manages the ABE/GED Program and the GED Testing. For more information, call 505.368.3564 or 3563.

General Education Development (GED) Testing

Student Services at Tsaile campus administers GED Tests for individuals who are at least (18) years of age and have not completed high school. When a candidate successfully completes the test, the individual receives a high school equivalency diploma from Arizona Department of Education. See Fees and Payments section of this catalog for details.

The Shiprock Learning Center administers the Official GED Tests monthly. (See Fees and Payments section of this catalog for details). An individual must be 16-years or older, have a referral form from a local ABE/GED program, and have a New Mexico state-issued identification card or driver's license. Once the Official GED Tests are passed by individuals, the New Mexico Public Education Department issues New Mexico High School diplomas, and GED Transcripts. For more information, call the Learning Center at 505.368.3565 or log onto <http://www.dinecollege.edu/institutes/ged.php>.

Adult Basic Education/General Education Development Program

The Adult Basic Education/General Education Development (ABE/GED) program is only offered at the Shiprock Campus Branch. It offers preparatory classes for individuals who want to improve reading, writing, and mathematics skills or who want to earn their GED diplomas. Individuals who are 16 years or older and who have not completed high school are eligible. Enrollment can occur anytime throughout the year. Other ABE/GED sites include Sanostee, Newcomb, and Naschitti. For more information, contact the ABE Coordinator at 505.368-3563 or log onto <http://www.dinecollege.edu/institutes/abe.php>.

Ned Hatathli Museum

The museum is managed through the Diné College Center for Diné Studies and is located on the third and fourth floors of the Ned Hataathli Center at Tsaile Campus. It provides a variety of audio-visual exhibitions plus traveling exhibits, workshops, and lectures. Its permanent collection consists of historical manuscripts, films, tapes, photographs, and Navajo and other tribes' artifacts.

Tsaile Student Union

The Student Union building on the Tsaile campus is designed to serve as the center of student life. It offers guidance, support, information and services to the College community directed toward the mission of Diné College. The Student Union Building has a student commuter room, study areas, meeting rooms, activity ballroom, snack bar, game room with billiard tables, air hockey, bowling alley and foosball, big screen TV, entertainment stage and a college bookstore. Activities scheduled on the Student Union stage are talent showcases, guest speaker series, native performers, conference and workshop presenters, comedy stand up acts, seasonal festivals, pop-up events, live music bands, movies, Diné shoe games, hand drum singing, arts & crafts, professional novelty acts, health fairs, and food fairs.

Student Services staff housed in the Student Union include the Student Activities Office, Associated Students of Diné College, Veterans' Counselor, Financial Aid & Scholarship, Athletic Director, Recruitment Office, Dean of Student Services and the Navajo Nation Scholarship and Financial Assistance-Chinle Agency.

Libraries

Diné College libraries' purpose is to support the teaching and learning at the College and to contribute to the social, economic and cultural well-being of the Navajo Nation by providing access to information resources. As the fireplace is the center of the Hogan, the library is the resource center of the College. Staff at all locations are committed to providing courteous and quality service to all library users.

There are three physical locations, the Kinyaa'aanii Charlie Benally Library in Tsaile, Arizona and branch libraries in Shiprock and Crownpoint, New Mexico. There are additional service points at the Diné College centers in Chinle, Ganado, Window Rock, Kayenta, and Tuba City, Arizona.

Library collections include more than 120,000 books, and 5,000 media items including videos, DVDs, and compact discs. Additional resources are available through subscriptions to over 600 magazines, newspapers and journals in print and microform and several thousand more through online access. There is significant material on the Diné as well as other Native American groups in the Moses-Donner Indian Collection.

To search library holdings, go to <http://library.dinecollege.edu>. Current students, faculty and staff may request to have circulating materials delivered from any of the libraries to any Diné College location by using their Warrior ID number. The online resources may be accessed in person at one of the locations or by logging in with a Warrior ID.

Tsaile Campus and Shiprock Campus

Both Tsaile and Shiprock Campus sponsor and offer athletic events, workshops, presentations, and community social events such as student dances, American Indian presentations, and an annual art show. Associated Students of Diné College (ASDC) schedules activities for the College community for seasonal events.

Associated Students of Diné College (ASDC)

The Associated Students of Diné College (ASDC) is the student governing body of the College. All registered students are members of ASDC and governed by the ASDC constitution. Student members have the right to select and elect their officers four weeks prior to the last day of classes every Spring Semester. The ASDC President serves as a full voting member on the College's Board of Regents and holds membership on other Standing Committees. All campus clubs must be chartered by ASDC to promote cohesive relationships between all elements of Diné College.

Student Clubs and Organizations

The Associated Students of Diné College has chartered the following student organizations. Students on academic probationary status are ineligible to hold office in any student organization or to participate in intercollegiate athletic competition (See the following section) until the deficiency is removed.

AIHEC Academic Bowl Teams	Green Club
American Indian Business Leaders Club	GSA Gay Straight Alliance
American Indian Science & Engineering Society	Literary Club
Amnesty International Club	Music Club
Arts Club	Native American Church Club
Basketball Club	Rodeo Club
Billiards Club	Student Baha'i Association Club
Campus Ministry	Veteran's Association of Diné College
Expedition Club	Volleyball Club

Eligibility for Intramural Activities

Students may participate in extra-curricular activities provided by the College except as restricted by regulations established for campus organizations and intercollegiate activities. Students must maintain good social standing as well as a cumulative 2.00 GPA or higher.

Athletics

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

Nicknamed the "Warriors," Diné College teams have won more than their share of conference, regional, and national championships in a variety of sports. Winning teams have become a tradition at Diné College in both men's and women's sports. Community support for intercollegiate athletics at Diné College has been outstanding. The caliber of coaching, the quality of uniforms and equipment, the training and medical facilities, and the opportunity to play against good competition are superior.

Diné College Athletic Programs aspire to the highest level of intercollegiate competition, sportsmanship and academic excellence through the College mission.

Financial Support for Athletes

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

Intercollegiate Athletics for Men

Sports in which Diné College fields teams for men include Archery, Cross-country, Rodeo and track. Winning is a tradition as teams participate in National Archery Association, United States Collegiate Athletic Association and National Intercollegiate Rodeo Association.

Intercollegiate Athletics for Women

Women's teams at Diné College include Archery, Cross-country, Rodeo and track. Winning is a tradition as teams participate in National Archery Association, United States Collegiate Athletic Association and National Intercollegiate Rodeo Association. These teams excel in their respective national associations.

Eligibility for Intercollegiate Sports

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

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

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

Attendance

Student athletes must be duly admitted and maintain regular attendance in each course. Athletes are responsible for maintaining the attendance requirements as described in the course syllabi.

Satisfactory Academic Progress (SAP)

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

Satisfactory Completion

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

Falsification of Records

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

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

Office of Institutional Advancement

Institutional Advancement Background

The Office of Institutional Advancement (OIA) plays a key role at Diné College in securing the necessary resources required for the operations of the College as a whole. Previous to January 2006, the OIA was known as the Development Office. Development offices typically manage a very specific scope of work that includes capital campaigns, major gifts, and alumni giving, whereas the OIA involves the administration of a broader range of initiatives that advance the mission of the College through resource development.

Institutional Advancement Vision and Purpose

The vision for the OIA is captured by the Navajo phrase “Hózhó dooleel” that may be parsed as ‘may there be beauty’, a derivation of ‘walking in beauty’ that is distinctly Diné. The primary aim of the OIA is to provide the necessary resources that will support the creation of quality learning and teaching environments for Diné College students.

The purpose of the OIA is based upon the vision of creating beauty and incorporates the following: Institutional Advancement develops the necessary resources required to sustain and advance the mission of Diné College – through research and planning, fund-raising, grants and sponsored project administration, capital improvement (construction and infrastructure), and marketing and public relations initiatives.

Institutional Advancement Scope of Work

The current scope of work assigned to the OIA consists of the following:

- General Administration
- Development Initiatives
- Capital Improvement (Construction and Infrastructure) Initiatives
- Institutional Research Office (and Title III Department of Education Grant)
- Institutional Planning Office
- Institutional Grants and Sponsored Projects Office
- Marketing and Public Relations Office



Diné Policy Institute

The Diné Policy Institute was created in 2005 in response to the pressing need to evaluate and analyze the traditional Navajo belief-system and how to implement it into working policies for the Navajo Nation. Under the direction of former Chief Justice of the Navajo Nation Supreme Court, the Diné Policy Institute is the leader in quality research on the Navajo Nation and derives its policy perspective using the Navajo paradigm of Sa'ah Naagháí Bik'eh Hózhóón and the Fundamental Laws of the Diné.

As complementary tools to the Navajo paradigm, the Diné Policy Institute uses both qualitative and quantitative research methodologies in its processes and depends on an Advisory Circle, comprised of traditional knowledge holders and Navajo scholars, to provide valuable insight and wisdom. They are a part of the research process at several levels including baseline research, analysis, and evaluation. Researchers then use this paradigm to critique and deconstruct Western frameworks to arrive at culturally appropriate conclusions and recommendations.

At the Diné Policy Institute, researchers produce reports, conduct research, interviews, and focus groups, give presentations, and provide workshops geared towards the community, nation, and region, as well as students, academics, and other interested parties. Both undergraduate and graduate internships are available through the Diné Policy Institute, many of these filled by students from Diné College. Interns conduct independent research under the mentorship of DPI researchers. Most internships last for one semester, either in the spring, fall, or summer, though some projects have taken longer. Research is focused on issues pertinent to the Diné and the Navajo Nation. There are opportunities to present intern research at the annual Diné Policy Institute policy conference held at the Tsaille Campus and at other conferences throughout the year and region. Both volunteer and paid internships are available as well as office internships for Navajo and Diné College students.

There are many institutions outside of the Navajo Nation that recognize the efforts of the Diné Policy Institute and have collaborated with researchers on many projects. Many of these institutions are highly acclaimed universities from across the United States. The Diné Policy Institute seeks to continually develop working relationships and partnerships to perpetuate Diné knowledge and thinking as a valid way to view the world and conduct research.

The Diné Policy Institute does not advocate any political party, faction, or ideology, but remains an unbiased research and policy entity that furthers the utility of the Navajo paradigm. Funding is provided by the government of the Navajo Nation, the United States Environmental Protection Agency CARE Program, donations, and volunteers. The Diné Policy Institute is housed at the Tsaille Campus of Diné College, NHC 632. <http://www.dinecollege.edu/institutes/policy.php>



Diné Environmental Institute

The Navajo Nation Council approved the creation of the Diné Environmental Institute (DEI) in 2001. The purpose of the Institute is to combine classroom instruction and curriculum development with outreach and research in local communities. The research approach at the Institute combines Navajo Philosophy and Traditional Wisdom with Western Science. The Institute promotes the Diné traditional living system, which places life in harmony with the natural world. Research is organized around the four sacred elements:

Earth – Research in Agriculture using Geographical Information Systems (GIS) and Remediation using native plants.

Water – Improving water quality and quantity on the Navajo reservation lands

Air – Improving air quality and reducing environmental impacts from energy development

Fire/Light – Promoting renewable energies and recycling

Research is conducted at the Institute year round and a wide variety of internships are available to students at all levels of education. For freshmen in any major, there is the Science Career Pathway (SCP), which helps students improve their basic skills while introducing them to traditional culture and field research. This program is designed for students with an interest in science, but who are not yet sure about it. This program is available at Shiprock Branch and Tsaile Campus (Fall 2009).

The Land Grant Internship is available to students in any major as long as students maintain a GPA of 2.5. Students work on the demonstration farms at Tsaile or Shiprock, and assist with rodeos and other community events involving agriculture, nutrition or 4-H programs. This internship is designed for students considering a career as an extension agent, farmer or working with the USDA.

Opportunities for students who are science majors and have had at least one science class with a lab:

Environmental Research and Education (EvER) internship. Students can work in Canyon de Chelly with the National Park Service, participate in water quality testing, phytoremediation, uranium remediation or participate in community surveys. This internship is designed for Environmental Science or Biology majors. This program is available at Tsaile campus and Shiprock branch.

The Tribal NASA Internship is available during the summer and involves intensive work with computers and GIS. This internship appeals to pre-engineering, math and computer science students. The program is based out of the GIS lab at Shiprock branch and also uses mobile GIS technology in the field. Students can also do research at a NASA center with a faculty mentor.

For students interested in Environmental Policy and Law there is the EPACare Internship. Students work with Shiprock community members to design programs (some funded, some volunteer) that improve the health of the community (also see the Diné Policy Institute page).

The Institute has many collaborative partnerships with nearby colleges and universities and encourages experienced interns to participate in bridge programs at the four year college of their choosing the summer prior or immediately following graduation with their AS Degree in math, science or technology. Research interns are expected to attend conferences, participate in poster sessions, research presentations and community meetings regarding their research.

Future plans for the Institute are to raise funds for a facility to be built on the Shiprock South branch. Current plans for this building include LEED design, arid rainwater catchment and a demonstration site for wind and solar energy.

For more information about current research programs go to the College website www.dinecollege.edu under the “Institute and Programs” tab.

Marnie Carroll	Executive Director of DEI	Shiprock North	505 368-3556
Rochelle Jacob	DEI main office	Shiprock North	505 368-3558
Benita Litson	Director of Land Grant	Tsaile	928 724-6940
Perry Charley	Community Outreach	Shiprock North	505 368-3514
Mark Bauer	Faculty (Public Health)	Shiprock North	505 368-3589
Margaret Meyer	Faculty (Env Science)	Tsaile	928 724-6722
Kenji Murphy	Staff (GIS Lab)	Shiprock North	505 368-3554

Our Diné College Sites

Chinle

Regional Director, Cathy L. Bahe

Diné College has a location in Chinle, Arizona. The community members and the Board of Regents selected this site so their community members wouldn't have to travel far to receive a two-year college degree. The Chinle Site student enrollment ranges from 200 to 300 and most courses are held in the evenings and on weekends. Many students are non-traditional students who are parents and are employed during the day.

The word, Chinle is translated as Ch'inili in Navajo. Ch'inili means where the river comes into a flat area from a canyon (the canyon is from Tsaile and Canyon De Chelly). Chinle is a tourist attraction for its monument park (Canyon De Chelly, White House, and Spider Rock). The town has also grown rapidly, in the building of school facilities, hospital, gas stations. Twenty to thirty student graduates each Spring semester.

Crownpoint

Regional Director, Patrick Sandoval

Diné College in Crownpoint, New Mexico was founded in 1979. Crownpoint, New Mexico is situated between Gallup, NM (55 mi), Farmington, NM (75 mi), and Albuquerque, NM (125 mi). The Crownpoint Site relocated into a permanent structure in 1996. Funding for the whole project came from the state of New Mexico (\$1,000,000) and the Navajo Tribe (\$500,000). The ground breaking ceremony took place on October 28, 2004 while the dedication of the facility happened on March 22, 1996. Classes started in the new facility August 1996. Some of the key individuals who participated in the funding of the project were Governor Bruce King, New Mexico, Peterson Zah, former Tribal Chairman for the Navajo Nation, and State Senator Leonard Tsosie. This project was considered one of the first between the state of New Mexico and the Navajo Tribe in a joint partnership in constructing a facility.

The Crownpoint Site of Diné College recognizes increasing pressure to expand its facilities as it reaffirms the clarity of its academic program, its demographic uniqueness, its special role in the community it serves, and the dynamic it has established as a site campus. One of the smaller regional centers with regard to enrollment, Crownpoint nevertheless anticipates a measure of growth while expecting to maintain its present focus in offering Associates of Arts degrees for students who wish to continue to four year universities. Drawing students from such far-flung checkerboard communities as Pueblo Pintado, Torreon, Ojo Encino, and Lake Valley, Crownpoint's constituency represents the vast Eastern Navajo Agency area with its low population density and long distances students must travel.

The Crownpoint Site Library has well over 10,000 books and magazines as well as the Mary Shepardson Collection, (a Cultural Anthropologist during the early 1900's). Ms. Shepardson willed her entire collection to the Crownpoint Library with the help of Dr. Paul Zolbrod, author of *Diné Bahane*, and his wife Dr. Joanne McCloskey, author of *Living Through the Generations*. As a community-based resource for technology and education, the library is a positive key to helping with the community needs. Today, Diné College in Crownpoint is working with summer university students from afar to help extend the Navajo culture and philosophy to non-native students in hopes of partnering with these universities (North Carolina State, UNLV, University of Pittsburgh, West Virginia University, and Duke University) while allowing Navajo students to become part of a student exchange program.

Ganado

Regional Director, Cathy L. Bahe

The Diné College Ganado Site has had increasing student enrollment; on average of 85-110 students per semester. Diné College alumina are now working for the College and in their respective community. We also offer courses in White Cone, and Leupp, Arizona. We are in the process of opening a center in Dilkon, Arizona.

The Diné College of Ganado, Arizona was established in the Ganado community in 1987. The community members of Ganado and the Board of Regents chose this site so their community can have a nearby two year college. Ganado was named Lok'aahnteel in Navajo. Lok'aahnteel is a certain kind of plant that is long and used for ceremonies and it grew here like cornfields and on all hills and people could see them from far distances. Ganado is now well known for the Hubbell Trading Post National Historic Site which has been in operation since the 19th century. Older people recall memories of traveling to this trading post to sell Navajo rugs, and purchase food and clothing. The Ganado community has expanded and now has a Indian Health Services facility, schools, churches, convenience stores, and other businesses and programs from the Navajo Nation.

Kayenta

Regional Director, Phyllis Begay

Kayenta is located on the northeastern portion of the Navajo reservation. The community was first on the Navajo reservation to establish township governance similar to an outside entity. In establishing a township the community collects local taxes and the town has prospered from this. Today, there is a new Post Office, playground for the community, street lights in at two intersections and future plans are to build a new hospital, higher educational institution, and make more road improvements.

Diné College in Kayenta is located on the eastern corner of Navajo Shopping Center plaza, right across from Pizza Edge. The center provides classes for three Associate of Arts degrees; Business Administration, Liberal Arts, and Social & Behavioral Science. The center is highly equipped with technology, and half of the classes are on Interactive television. The classes are broadcast either from the main campus (Tsaile) or Shiprock branch. The classes that are onsite are held at Monument Valley High School in the evenings. The majority of the students are non-traditional students who work, so most of the onsite classes are in the evening and on weekends.

Tuba City

Regional Director, Phyllis Begay

Tuba City is located on the western portion of the Navajo reservation. The community is considered the second largest in terms of population on the Navajo Nation.

The Diné College site in Tuba City is located on Edge Water Drive; there is an administrative office building and a classroom building. The Center provides classes for three Associate of Arts degree programs; Business Administration, Liberal Arts, and Social & Behavioral Science. The student population ranges from 200 to 250 per semester. The Center is equipped with up to date technology and offers up to one-third of classes on interactive television. (The classes originate either from the main campus in Tsaile or from Shiprock Branch). Since the majority of the student population is non-traditional students, most of the classes are offered in the evenings. Students who enroll at Diné College are people from the community and from the two local high schools, Tuba City High School and Greyhills Academy High School.

Diné College has a collaborative agreement with Coconino Community College where it has an interactive television classroom, and the classes are broadcast from Flagstaff or Page, Arizona. Northern Arizona University is within the community and it provides bachelor degrees in different fields and many of Diné College students transfer into their degree programs.

Window Rock

Regional Director, Patrick Sandoval

The Window Rock Center is located in the Tribal Hill area of Window Rock which allows easy access in and around Navajo Nation Tribal offices. Full-time staff serve students in both Arizona and New Mexico. Students who attend classes are comprised of tribal, IHS, NTUA, and local school districts employees as well as community members.

Services provided include weekend computer open lab hours, library checkout and return, and involvement with wider community service projects in Tsaile and Window Rock. Nearby, there are two grocery stores, three United States Post Offices, two motels, plenty of choices for take-out or dine-in eating, and the Navajo Nation Museum and Library.

Partnerships with area schools have been established to provide educational services for their faculty and staff. The dedicated professionals of the WRC take great care in preparing our students to “explore their roots and expand their horizons” at Diné College.

Faculty and Staff

- Abraham K. Bitok, Business & Applied Technology
M.S., Madison University, Physical Education & Health
B.A., Columbia State University, Business Administration & Management
- Amanda McNeill, Director, Grants Development/Special Projects
M.A., Regis University, Liberal Studies
B.S., University of Houston, Political Science
- Andrea Winship, College Librarian
M.A., University of Arizona, Library Science
M.A., University of Oregon, International Studies, Public Affairs, Women's Studies
B.A., Evergreen State College, Liberal Arts
- Anne H. Campbell, Humanities & Fine Arts
M.A.T., College of New Jersey, Secondary Education, English Instruction
B.A., University of California, English Literature
- Anwar Y. Shiekh, Math, Science & Technology
Ph.D., Imperial College, London, Theoretical Physics
D.I.C., Imperial College, London, Mathematical Physics
B.S., Imperial College, London, Mechanical Engineering
B.S., Imperial College, London, Physics.
- Avery Denny, Center for Diné Studies
Diné Medicine Man's Association, Inc., Hataahlii
- Barbara Klein, Math, Science & Technology
M.S., Iowa State University, Microbiology
M.A., Clarke College, Computer Applications in Education
B.A., Mercyhurst College, Chemistry
- Benita Litson, IIRD Director
M.S. & B.S., Arizona State University, Environ Resources & Agribus
- Bradley Shreve, Social & Behavioral Science
Ph.D., University of New Mexico, History
M.A., Texas State University, History
B.A., Kent State University, Sociology & Psychology
- Brian T. Herndon, Social & Behavioral Science
M.A., City University of Seattle
B.A., University of Colorado
- Cathy L. Bahe, Central Regional Director, Chinle & Ganado Sites
M.Ed. & B.A. Northern Arizona University, Counseling & Psychology
A.A., Diné College, Liberal Arts, Dine Studies
- Charles Coffey, Business & Applied Technology
M.B.A., National University, Computer Information Systems
B.S., University of Oregon: Computer Science & Mathematics
A.A., Diné College: Diné Studies
- Chengde Wang, Math, Science, & Technology
Ph.D., Arizona State University, Mathematics
M.S., Beijing Institute of Technology, Mathematics
B.S., Beijing Normal University, Mathematics
- Christian Speckman, Social & Behavioral Science
M.A., California State University, Physical Anthropology & Archeology
B.A., University of San Francisco, Human Communications
- Clifford P. Johns, Director of Special Projects
B.A., University of Arizona, Architecture
- Curtis Ray Benally, V.P. Institutional Advancement
M.F.A., University of Oklahoma, Art Studio
B.F.A., Weber State University, Art
- David Sicko, Social & Behavioral Science
Ph.D., Florida State University, History
M.A., Rutgers University, History
B.A., Montclair State College, English & History

Faculty and Staff

- Deborah House, Humanities & Fine Arts
Ph.D., University of Arizona: Linguistics & Culture
M.A., Northern Arizona University: ESL
M.A., University of Arkansas, Anthropology
B.A., University of Arkansas, English
- Delbert Paquin, Superintendent, Facilities & Maintenance
B.S., Brigham Young University, Agronomy
- Dennis Price, Math, Science & Technology
B.S., University of Arizona, Agriculture, Animal Sciences & Business
- Don Whitesinger, Humanities & Fine Arts
M.A.T., Rhode Island School of Design, Master in Art Teaching
B.A., Arizona State University, Art Studio
A.A., Institute of American Indian Arts, Painting & Photography
- Donald Burbank, Acting Chief of Police, Campus Security
A.A., Eastern AZ College
- Donald Denetdeal, Center for Diné Studies
Diné Medicine Man's Association, Inc., Practitioner
B.S., Northern Arizona University, Police Science & Administration
A.A., Eastern Arizona College, Justice Administration
- Edward McCombs, Director, Public Relations
M.Ed., Brigham Young University, Education Administration
B.A., Brigham Young University, Communications/Photography
- Edward R. Garrison, Math, Science & Technology
Ph.D., Northwestern University, Anthropology
M.A., Northwestern University, Anthropology
M.P.H., Harvard School of Public Health, Behavioral Studies
M.S., Harvard School of Public Health, Psychiatric Epidemiology
B.S., Alma College, Biology
- Evelyn Meadows, Director, Human Resources
- Francesca Shiekh, Director, Information Services
M.S.M., Colorado Technical University, Information Tech Mgmt, Sys Analysis, Networking, Database Mgmt
M.S., University of Udine, Italy, Comp Science
B.S., University of Udine, Italy
- Gary Segay, Manager of Financial Aid & Scholarships
- Gene (OJ) Vecenti, Center for Diné Studies
M.Ed., Northern Arizona University, Bilingual & Multicultural Education
B.A., Fort Lewis College, Bilingual Education
A.A., Diné College, Navajo Language
- George Joe, Humanities & Fine Arts
M.A., Northern Arizona University, English
B.A., Northern Arizona University, English
- Gloria Price, Business & Applied Technology
M. of Vocational Education, Northern Arizona University
B.S., Northern Arizona University, Vocational Education
B.A., Northern Arizona University, Business Administration
- Grace McNeley, Humanities & Fine Arts
M.A., St. John's College, Liberal Education
B.A., Brescia College, English
- Herbert Benally, Center for Diné Studies
M.S., Arizona State University, Adult Education
B.A., Arizona State University, Health Education
- Hsiumei Lin, Math, Science & Technology
M.Ed., Arizona State University, Mathematics
B.S., California State University, Computer Science
- Irvin Morris, Humanities & Fine Arts
M.F.A., Cornell University, Creative Writing, Fiction
B.A., University of California, Literature, Creative Writing
A.F.A., Institute of American Indian Arts, Creative Writing

Faculty and Staff

- Jack C. Jackson, Sr., Director, Cultural & Legislative Affairs
M.A., Northern Arizona University
B.S., Arkansas City Junior College
- James A. Mischke, Social & Behavioral Sciences
M.S.W., University of Michigan
B.A., Fort Lewis College, Humanities
- Jane Mike, Director of Food Services, Aramark Corporation
- Janel Hinrichsen, Interim Vice-President Academic & Student Activities
Ph.D., University of Kansas, Curriculum & Instruction, Teaching & Leadership, Intercultural Communications, Multicultural Education
M.A., University of Kansas, Curriculum & Instruction, ESL
B.A., University of Kansas, English
- Jolene Wheeler, Controller
B.S., Northern Arizona University, Accountancy
- Juanita Irvin, Business & Applied Technology
M.B.A., Gonzaga University
B.S., University of Northern Colorado, Business Teacher Education
B.A., University of Northern Colorado, Business Administration
- Karen Willetto, Humanities & Fine Arts
M.F.A., Eastern Michigan University, Art Studio
B.S., University of Colorado, Education
- Ky Travis, Social & Behavioral Science
J.D., Gonzaga University, Law
M.A., Naropa University, Contemplative Psychotherapy
M.A., Goddard College, Literature
B.S., University of Maryland, Speech & Drama, Education
- King Mike Jr., Business & Applied Technology
M.B.A., University of Southern California
B.A., Fort Lewis College, Business Administration
- Lorene B. Legah, Center for Diné Studies
B.S., Northern Arizona University, Sociology & Elementary Education
- Louise Litzin, Registrar
A.A., Navajo Community College
- Margaret Mayer, Math, Science, & Technology
M.S., University of Rhode Island, Biology
B.A., University of Colorado, Fine Arts
- Marie R. Etsitty, Director of Research & Title III
M.Ed., Northern Arizona University, Career & Technical Education
B.S., Northern Arizona University, Business Administration
A.A., Diné College, Computer Science
- Mark Bauer, Math, Science & Technology
Ph.D., Northwestern University, Anthropology
M.A., Northwestern University, Anthropology
B.A., Ohio State University, Anthropology
- Marnie Carroll, Director, Diné Environmental Institute
M.S., San Diego State University, Chemistry
B.A., Fresno State University, Chemistry & Biology
B.A., Fort Lewis College, Computer Science
- Martha Austin-Garrison, Center for Diné Studies
M.Ed., Arizona State University, Curriculum & Instruction, Bilingual Education
B.A., University of Arizona, Elementary Education
- Martha Jackson, Center for Diné Studies
M.A., Goddard College, Linguistics
M.A., University of Arizona, Elementary Education
B.A., University of Arizona, Elementary Education
A.A., Navajo Community College
- Mia Kalish, Director of Distance Education
Ph.D., New Mexico State University, Curriculum & Instruction, Educational Technology
M.A., New Mexico State University, Cognitive Psychology
B.A., Leslie University, Mathematics & Computer Science

Faculty and Staff

- Miranda Haskie, Humanities & Fine Arts
Ed.D., Fielding Graduate Institute,
Educational Leadership &
Change
B.A., University of New Mexico,
Sociology
B.A., Ft. Lewis College, Bicultural
Studies
A.A., Navajo Community College,
Navajo Language
- Nader Kouhestani, Math, Science &
Technology
Ph.D., Florida Tech, Applied
Mathematics
M.S., University of Central Florida,
Mathematical Sciences
B.S., University of Florida, Mathematics
- Nancy Mike, Business & Applied
Technology
M.B.A., Gonzaga University
M.S.S., United States Sport Academy,
Sports Medicine
B.S., Northern Arizona University,
Physical Education, Business
Education
- Norman Conger, Math, Science, &
Technology
Ph.D., Hahnemann Medical College,
Biochemistry & Physiology
B.S., Union College, Chemistry
- Patrick Sandoval, Interim Eastern Region
Director
B.U.S., University of New Mexico,
University Studies, Native American
Studies, History, Political Science
A.A., Diné College, Liberal Arts
- Paul Gilon, Social & Behavioral Sciences
Ph.D., University of Southern California,
Economics & Statistics
M.A., City College of New York,
Economics
B.S., City College of New York,
Mathematics & Statistics
- Paul Willeto, Humanities & Fine Arts
Ed.D. University of New Mexico,
Administration & Supervision
M.F.A., University of Michigan, Drawing
& Sculpture
B.F.A., University of New Mexico, Art
Studio
- Phyllis T. Begay, Western Regional
Director, Tuba City & Kayenta
Sites
M.Ed., Northern Arizona University
B.S., Northern Arizona University
- Preston L. Brown, Director of Institutional
Planning
M.P.A., Brigham Young University,
Public Administration
B.S., Brigham Young University,
University Studies
A.A., Haskell Indian Junior College,
Liberal Arts
- Robert Meyer, Humanities & Fine Arts
M.A., University of Michigan, American
Culture
M.A., San Francisco State University,
English
B.A., George Washington University,
American Thought & Culture
- Robert Yazzie, Director of Diné Policy
Institute
J.D., University of New Mexico, Law
B.A., Oberlin College, Sociology
- Sheila White, Communication, Humanities
& Fine Arts
M.A., Northern Arizona University,
Bilingual & Multicultural
Education
B.A., University of Arizona, Theatre
Arts
- Thomas Bennett, Director, Learning
Center
B.A., Goddard College, Writing
- Thomas Littleben Jr., Center for Diné
Studies
B.S., Northern Arizona University,
Elementary Education
A.A., Diné College, Liberal Arts
- Thomas P. Benally, Center for Diné
Teacher Education
M.A., Doane College, Curriculum &
Instruction
B.S., Northern Arizona University,
Elementary Education
- Tony Goldtooth, Sr., Center for Diné
Studies
B.S., University of New Mexico,
Elementary & Bilingual Education
A.A., Diné College

Faculty and Staff

Valiollah Manavi, Math, Science &
Technology
M.S., Southern Illinois University,
Engineering
B.S., University of New Haven, Civil
Engineering

Vama Robson, Math, Science &
Technology
Ph.D., Oregon State University,
Biochemistry
M.S., University of Philippines
B.S., University of Sri Lanka,
Agricultural Chemistry

Walter Jensen, Director, Student Programs
A.A., Navajo Community College

William C. Hozie, Social and Behavioral
Sciences
ABD, University of Colorado, Cultural
Anthropology & Interdisciplinary
Studies
M.A., California State College,
Cultural Anthropology
B.A., San Francisco State College,
Social Science

Willis Tsosie, Math, Science, & Technology
M.S., Montana State University,
Information Processing
B.S., Rocky Mountain College,
Computer Science

Wilson Aronilth Jr., Center for Diné Studies
Honorary Doctorate of Diné Philosophy
of Learning, Navajo Community
College

Honorary Associate of Applied Science
in Navajo Culture, Navajo Community
College

