

2014 – 2015 Academic Calendar

2014 Fall Semester

Fall 2014 Admission Deadline	Aug 04
Faculty Return	Aug 11
Convocation	Aug 12
Student Orientation (9:00 a.m. -1:00 p.m.)	Aug 13
On-Site Registration	Aug 14 – 15
Residence Halls Open (1:00 p.m.)	Aug 17
Instruction Begins	Aug 18
Last Day to ADD Classes	Aug 22
Labor Day (holiday)	Sept 01
Last Day to Drop/Withdraw without “W”	Sept 02
Intercampus Day, Tsaille	TBA
<i>No Classes Read/Study day for students</i>	Oct 03
Midterm Exam Week	Oct 06 – 10
Last Day for Student Drops/Withdrawals	Oct 17
Spring 2015 Early Registration	Nov 10
Last day for Instructor Drops	Nov 21
Fall Break (all sites)	Nov 24-26
Thanksgiving Day (holiday)	Nov 27
Diné Family Day (holiday)	Nov 28
Last Day of Instruction	Dec 05
Final Exam Week	Dec 08 – 11

2015 Spring Semester

Spring 2015 Admission Deadline	Dec 22
Faculty Return	Jan 05
Convocation	Jan 06
Student Orientation (9:00 a.m.)	Jan 07
On-Site Registration	Jan 08 – 09
Residence Halls Open (9:00 a.m. - 6:00 p.m.)	Jan 11
Instruction Begins	Jan 12
Last Day to ADD Classes	Jan 16
Martin Luther King Day (holiday)	Jan 19
Last Day to Drop/Withdraw without “W”	Jan 27
Intercampus Day, Shiprock	TBA
<i>No Classes Read/Study day for students</i>	Feb 20
Midterm Exam Week	Mar 02 – 06
Late Graduation Petitions due for Spr 15	Mar 06
Spring Break, All Sites	Mar 09 – 13
Summer 2015 Early Registration	Mar 16
Fall 2015 Early Registration	Mar 16
Last Day for Student Drops/Withdrawals	Mar 20
Last Day for Instructor Drops	Apr 17
Academic Achievement Awards	Apr 24
Last Day of Instruction	May 01
Final Exam Week	May 04 – 07
Graduation Commencement	May 08
DTEP Admission Deadline	Jun 01

2015 Summer Semester Calendar

Summer 2015 Admission Deadline	May 11
Summer Session I On-Site Registration	May 21 – 22
Memorial Day (holiday)	May 25
Residence Hall Open	May 25 (1:00 p.m. - 5:00 p.m.)
Summer Session I	May 26 to June 26
Late Registration for Summer Session I	May 26
Summer Session II On-Site Registration	June 25 – 26
Summer Session II	June 29 to July 31
Late Registration for Summer Session II	June 29
Independence Day (holiday)	July 04
10-week Summer Session	May 26 to July 31

www.dinecollege.edu

Diné College
GENERAL CATALOG
2014 - 2015



TSAILE, ARIZONA 86556
1-877-988-DINE

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

Diné College reserves the right to make changes at any time to any provision of this Catalog.
Students will be notified of changes to the Catalog by updated catalog addendums.

The Higher Education Institution of the Navajo Nation since 1968

College Administration

Dr. Maggie George, President

Ph.D., University of Kansas
M.A., New Mexico Highlands University
B.A., New Mexico Highlands University

Ronald R. Belloli, Vice President of Administration & Finance

B.S., Wayne State University

Cameron Daines, Vice President of Institutional Advancement

B.S., University of Virginia, Architecture

Glennita Haskey, Vice President of Student Success

M.S., University of New Mexico
B.A., University of New Mexico

Abraham K. Bitok, Dean of Academics

B.A., Columbus University

Dr. Herman Peterson, Associate Dean of Academics

D.Min., University of St. Mary, Ministry
M.S., University of Illinois, Library and Information Science
M.T.S., Saint Meinrad School of Theology, Theological Studies
B.A., St. Mary's University, Mathematics

Perphelia Fowler, Director of Human Resources

M.B.A., American InterContinental University
B.A., American InterContinental University

Amber Crotty, Director of Diné Policy Institute

B.A., University of California, History
A.A., College of the Desert, Liberal Arts

Delbert Paquin, Superintendent of Facilities and Maintenance

B.S., Brigham Young University, Agronomy

Dr. Akpabio Akpabio, Chief Technology Officer

Ph.D., Northcentral University, Business Administration
M.S., Clark Atlanta University, Computer Sciences
B.S., University of Maryland, Business Administration

College Board of Regents

Fannie L. Atcitty

President
Northern Navajo Agency

Laurence Gishey

Vice President
Fort Defiance Agency

Theresa Hatathlie

Secretary
Western Navajo Agency

Loretta Draper

Treasurer
Central Navajo Agency

Anderson Hoskie

Member
Eastern Navajo Agency

Rose Graham

Member
Department of Diné Education

Dwight Witherspoon

Member
NN Health, Education & Human Services Committee

Darrin Brown

Member
President, Associated Students of Diné College

Table of Contents

Academic Calendar	01	Canceled Course Policy	14
		Payment Options	14
About Diné College	07	Deferred Payment	14
Message from the President	07	Transcripts Requests	14
College Mission	08	Fall or Spring Semester Tuition Refund	14
College Vision	08	Summer Sessions Tuition Refund (5-10 weeks)	14
College Principles	08	Textbook Refunds (Fall and Spring)	15
College Values	08	Textbook Refunds (Summer Sessions)	15
Diné College History	08	Textbook Refunds - Conditions	15
Accreditation	08	Merchandise Refund - Conditions	15
One College, Multiple Sites	09	Residence Hall	15
Diné College Campuses/Centers	09	Housing Cost by Semester	15
Non-Discrimination Policy	09	Residence Hall Student Meal Plan	15
Notification of Rights under FERPA	09	Housing and Meal Plan Refund	16
Drug-Free and Zero Tolerance Policy	10		
Campus Crime Information	10	Financial Aid	17
Student Complaints and Recommendations	10	Financial Aid & Scholarship Office	17
		Cost of Attendance (COA)	17
Admission Policies and Procedures	11	Satisfactory Academic Progress Policy (SAP)	17
Admission Requirements	11	Qualitative Standard	18
Letter of Admission	11	Quantitative Standards (Pace)	18
Denial or Cancellation of Admission	11	SAP Impact of Source Repetition, Withdrawals,	18
International Students	11	Incompletes, Transfer Credits, Changes in Major	
Degree-Seeking Students	11	Course Repetition	18
First-Time Freshman	11	Official Withdrawal	18
Transfer Student	11	Unofficial Withdrawal	18
Returning Students	11	Incompletes	18
Stopped Out Students	11	Transfer Credits	18
Full-Time Student Status	11	Change in Major	18
Part-Time Student Status	11	Additional Degree(s)	18
Non-Degree-Seeking Status	11	Repeat	18
High Concurrent Enrollment (Non-Degree)	11	Retake	19
Dual Credit Program	12	Financial Aid Warning	19
What is dual credit?	12	Financial Aid Suspension	19
Student Eligibility	12	Reinstatement of Financial Aid Eligibility	19
Eligible Classes	12	Financial Aid Probation	19
Placement Tests	12	Return to Title IV (Refund & Repayment Policy)	19
Enrolling in Dual Credit Courses	12	Changes that May Impact Eligibility	20
Tuition and Fees	12	Federal Pell Grant Duration of Eligibility	20
Textbooks	12	Pell Grant Lifetime Limit	20
		Completion Rates/Pace & Maximum Timeframe	20
Registration	13	Maximum Timeframe/Pace	20
Academic Advising	13	Paying Prior-Year Charges	20
Student Orientation	13	Federal Work Study Program (FWS)	20
Placement Test	13	Student Consumer Information	20
Navajo Language Proficiency Test	13	Deferred Payment Plan	20
		Financial Aid Appeal Process	21
Tuition and Fees	14	Financial Aid Office Location/Contact	21
Tuition	14	Grants and Scholarships	21
Required Fees	14	Navajo Nation Chapter Scholarships	21
Technology Fee	14	Utah Navajo Trust Fund	21
Activity Fee	14	Other Scholarships	21

Table of Contents

Student Services and College Resources	23	Access to and Confidentiality of Records	30
Student Services at Diné College	23	Administrative Withdrawal	30
Adult Education Program	23	Auditing Courses	30
Associated Students of Diné College (ASDC)	23	Change of Grade	30
Athletics	23	Change of Major	30
Financial Support for Athletics	23	Class Attendance	30
Intercollegiate Athletics for Men and Women	23	Course Change or Cancellation	30
Eligibility for Intercollegiate Sports	23	Course Substitution	30
Athlete's Class Attendance	24	Credit-by-Examination	30
Athletes on Satisfactory Academic Progress (SAP)	24	Definition of a Semester Hour	31
Satisfactory Completion	24	Dropping and Adding Course(s)	31
Falsification of Records	24	Enrollment Status	31
Intermural Sports for Men and Women	24	General Grade Appeal	31
Bookstore	24	Grade Point Average (GPA) System	31
Cafeteria	24	Non-Grade Designations	32
Campus Security	24	Graduation Requirements	33
Parking Permits	24	Reading Proficiency Requirement for Graduation	33
Career Services	24	Graduation Degree Checklist	33
Computer Services	24	Graduation Regalia	33
WarriorWeb	25	Graduation Exercise	33
Counseling Services	25	Graduating Catalog year	34
Disability Support Services	25	Graduation Petition	34
Diné Policy Institute	25	Graduation with Honors	34
GED® Tests	26	Hold on Student Records	34
Land Grant Office (LGO)	26	Instructor Drop	34
Land Grant Office Internship	26	Midterm and Final Grade Report	34
Learning Centers	26	Military Service Credit	34
Library Services	26	Participation in College-Sponsored Events	34
Library Card	27	Repeating Courses	34
Ned Hatathli Museum	27	Satisfactory Academic Progress Policy (SAP)	34
The Office of Institutional Advancement (OIA)	27	Student Rights and Responsibilities	35
Residence Life Program	27	Transcripts	35
Family Housing (Married/Single Parents)	27	Withdrawal from College	35
Guest Housing	27	General Education	36
Parking Permit	27	Mission Statement	36
Retention Office	27	Course Information	36
Student Activities	28	Important Note Regarding General Education	36
Student Clubs and Organizations	28	General Education Program Requirements	36
Transfer Services	28	Communications Requirements	37
Veteran Services	28	Humanities and Fine Arts Requirements	37
Academic Policies	29	Mathematics Requirements	37
Academic Appeals	29	Navajo and Indian Studies Requirements	37
Academic Course Load	29	Physical/Health Education Requirements	37
Academic Integrity	29	Science Requirements	38
Academic Probation	29	Social and Behavioral Science Requirements	38
Academic Recognition	29	Transferring General Education Credits	38
Academic Standing	29	Transfer to Arizona Universities	38
Academic Status Change	29	Arizona General Education Curriculum (AGEC) Requirements	38
Academic Suspension	29	AGEC-A for Liberal Art Majors	39
		AGEC-B for Business Administration Majors	39

Table of Contents

AGEC-C for Mathematics and Science Majors	39	Economics (ECO)	64
Transfer to New Mexico Universities	40	Education (EDU)	65
The New Mexico General Education Common Core	40	Engineering (EGR)	68
		English (ENG)	68
Degree and Certificate Programs	41	Environmental Science and Technology (ENV)	69
Certificate Programs	42	Educational Professional Development (EPD)	70
Irrigation Technician Certificate	42	Fine Arts (FA)	71
Navajo Nation Leadership Certificate	42	Foundation Studies (FST)	72
Natural Resource Certificate	43	Geology (GLG)	73
Public Health Certificate	43	Health Education (HEE)	73
Degree Programs	44	History (HST)	73
Associate of Applied Science Degree Programs	44	Humanities (HUM)	74
Business Management	44	Management (MGT)	75
Office Administration	44	Marketing (MKT)	76
Associate of Arts Degree Programs	45	Mathematics (MTE/MTH)	76
Business Administration	45	Navajo Language (NAV)	77
Computer Information Systems	45	Navajo and Indian Studies (NIS)	79
Diné Studies	46	Physical Education and Health (PEH)	81
Early Childhood Education	46	Physical Science (PHS)	82
Education	47	Physics (PHY)	82
Fine Arts	47	Political Science (POS)	82
Liberal Arts	48	Psychology (PSY)	83
Social and Behavioral Sciences	48	Public Health (PUH)	84
Social Work	48	Sociology (SOC)	85
Associate of Science Degree Programs	49	Social Science (SSC)	86
Public Health	49	Social Work (SWO)	86
Agroecology/Environmental Science	49	Theater (THR)	87
Biology	50		
Environmental Science	50	Faculty	88
General Science	51	Business, Applied Science, Economics & Technology	88
Health Occupation	51	Center for Diné Studies	88
Mathematics	52	Center for Diné Teacher Education	88
Physics	52	English	89
Bachelor of Arts Degree Programs	53	Humanities & Fine Arts	89
Bachelor of Arts in Business Administration	53	Mathematics and Physics	89
Bachelor of Arts in Elementary Education	54	Science & Physical Education	90
Course Title and Prefix Code	56	Social & Behavioral Science	90
Course Descriptions	57		
Accounting (ACC)	57		
Agriculture (AGR)	57		
Anthropology (ANT)	57		
Astronomy (AST)	58		
Art Education (ARE)	58		
Art History (ARH)	58		
Biology (BIO)	58		
Business and Office Administration (BUS)	60		
Chemistry (CHM)	61		
Communication (COM)	62		
Computer Information System (CIS)	62		
Computer Science (CSC)	63		
Early Childhood Education (ECE)	63		

About Diné College

Message from the President

Yá'at'ééh,

Welcome to Diné College!

The promise of Diné College lives in all of our past, present, and future graduates who go on to achieve great accomplishments as successful professionals and leaders in our communities. Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

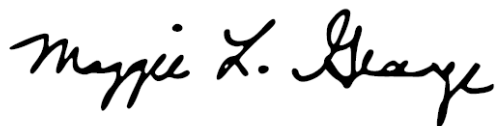
As the first tribal college, we have been providing an opportunity for the Navajo people to attend college in their tribal community for more than 45 years. Our distinctive approach is guided by the Diné education philosophy of Nitsáhákees (Thinking), Nahat'á (Planning), Iiná (Living) and Siilhasin (Assuring) and serves as the foundation of our work in delivering higher education. Our academic programs and services provide students engaging courses of study and relevant skills that foster social responsibility and knowledge.

As a multi-campus system, we offer a quality and affordable education across the Navajo Nation. A variety of academic programs provide students the opportunity to gain the skills necessary to shape their future. A new Bachelor's degree in Business Administration is the latest addition to our programs. As the College continues to grow by expanding its programs and services, we remain committed to the success of our students.

If you've been away from Diné College for a while, it is my pleasure to welcome you back to see the new developments. And if you're just discovering what Diné College is all about, I invite you to explore the opportunities with our student success staff who are anxious to help you with all your student needs and questions. Once you're here and experience our campus in person, I think you'll want to make this your college and a place for your new beginnings.

In closing, I thank all of the faculty, staff, students, alumni, and friends who support our mission and continue to make Diné College a unique place to earn an education and prepare for a promising future.

Sincerely,



Maggie George, Ph.D.

President

About Diné College

College Mission

Diné bina'nitin áyisíí ásiláago binahjí', ólta'i na'nitin náasjí' yee inááhwií-dool'áligíí yéego bidziilgo ádiilniít, áko Diné nilínigíí t'áá attso yá'át'éehgo bee bíl nahaz'áq dooleet niidzin.

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

College Vision

Nihí'ólta'gi, Diné Bibidziilgo Ólta'gi na'nitin al'áq ádaat'éii ólta'i bee nanitin-ígíí dóó t'áá ha'át'ii shíí bee biká aná'álwo'ígíí bidziilgo dóó bohónéedzáqago ádiiniít niidzin. Díí binahjí' Diné bi'ólta'gi óhoo'aah ts'idá bohónéedzáanii bee bíl haz'á iljí dooleet.

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

College Principles

Nihina'nitin, Sa'ah Naaghái Bik'ehózhóón bíl hadét'éego, dóó inda Diné yee iiná íl'ínigíí át'éego nahasdzáan bikáa'gi dóó yádíhíil biyaagi bohónéedzánigíí át'éego yee hiná. Díí binahjí' t'áá attsodéé' bik'ihwiiniít'ígíí bitah yá'áhoot'éego yee iiná íl'í.

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

The principles are four-fold:

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

Nahat'á. *Nahat'á anitsikees bee yáti' doo íshjání óozin.* Develop and demonstrate communication skills. *Nahat'á nahaaldeet.* Demonstrate systematic organization skills.

Íiná. Implementation. *T'áá hó ájitéego hózhóqgo oodáát.* Demonstrate self-direction based on personal values consistent with the moral standards of society. *T'áá hó ájitéego hózhóqgo oonish.* Demonstrate quality, participation, work, and materials.

Siinhasin. Reflection and assurance. *Siinasingo oodáát.* Demonstrate competency. *Siinasin nahaaldeet.* Demonstrate confidence.

College Values

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

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

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

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

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

Diné College History

Diné College is the first tribally controlled and accredited community college in the United States. Established in 1968 as Navajo Community College, it was later renamed Diné College. The Navajo Nation sought to create an institution of higher education that encouraged Navajo youth to become contributing members of the Navajo Nation and the world. Under the direction of an eight-member Board of Regents, appointed by the Navajo Nation President and confirmed by the Health, Education and Human Services Committee of the Navajo Nation Council, the College continues its goals for student success.

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

Accreditation

Diné College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440, (www.hlcommission.org).

About Diné College

One College, Multiple Sites

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

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

Diné College Campuses/Centers

List of locations with contact information:

Tsaile Main Campus

1 Circle Dr. Route 12, Tsaile, AZ 86556
Ph: (928) 724-6600

Shiprock Branch

1228 Yucca Street
PO Box 580, Shiprock, NM 87420
Ph: (505) 368-3500

The Shiprock Branch has two locations: north and south campuses.

Chinle Center

Hwy. 191 – Hospital Road
PO Box 1997, Chinle, AZ 86503
Ph: (928) 674-3319
Fx: (928) 674-8488

The Chinle Center is located across from the Chinle Hospital.

Crownpoint Center

Hwy. 371 - Route 9
PO Box 57, Crownpoint, NM 87313
Ph: (505) 786-7391
Fx: (505) 786-5240

The Crownpoint Center is located 0.4 miles south of Bashes.

Tuba City Center

600 Edgewater Drive
PO Box 1716, Tuba City, AZ 85045
Ph: (928) 283-5113

The Tuba City Center is located next to the Tuba City Dialysis Center.

Window Rock Center

Tribal Hill Dr.
PO Box 1924, Window Rock, AZ 86515
Ph: (928) 871-2230
Fx: (928) 871-2395

The Window Rock Center is located north of the Education Building.

Non-Discrimination Policy

Diné College is committed to the policy of equal opportunity and non-discrimination in employment and education regardless of race, ethnicity, religion, national origin, sex, sexual orientation, age, or disability. The College complies with the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, the Americans with Disabilities Act and Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act of 1975, Age Discrimination in Employment Act of 1967 as amended, and the Navajo Preference in Employment Act.

Notification of Rights under FERPA

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

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Diné College (“College”) receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted,

About Diné College

that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

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

1. The right to provide written consent before the College discloses Personally Identifiable Information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by the Diné College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health services staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of the Diné College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Diné College.

2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Diné College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

For additional information regarding FERPA, contact: (202) 260-3887 (voice), (800) 877-8339 (TDD) <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/ps-officials.html>

Drug-Free and Zero Tolerance Policy

The College is committed to the Drug Free Schools and Communities Act Amendments of 1989 specified by P.L. 101-226. This is demonstrated in the College Drug-Free and Zero Tolerance policy and in accordance with the Navajo Nation policies prohibiting the manufacture, possession, distribution, or use of alcohol or controlled substances by students, employees and campus guests in the workplace and facilities owned or leased by the College. Smoking and the use of smokeless tobacco are also prohibited in College buildings and vehicles.

Campus Crime Information

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

Student Complaints and Recommendations

Students have the right to file a grievance. Please refer to the Student Code of Conduct. To obtain a copy of the Student Code of Conduct, please contact the Student Services personnel at your location.

Admission Policies and Procedures

Admission Requirements

For undergraduate admission to Diné College, new and transfer students must submit and complete ALL of the following (before Admission Deadline):

- Admission application with a non-refundable \$20 application fee
- Official Certificate of Indian Blood (CIB) or enrollment card (applies to American Indian students only)
- Official high school transcript with graduation date or General Education Development (GED) test scores
- Official college transcript(s) from other accredited colleges/universities

Letter of Admission

A student who has met the admission requirements will receive an official Letter of Admission from the Tsaile Records and Admissions Office.

Denial or Cancellation of Admission

The College reserves the right to deny or cancel student admission or registration. Any student found to have willfully concealed or falsified information on his/her admissions application may be subject to penalties pursuant to tribal, state, or federal codes and may be subject to immediate expulsion.

International Students

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

- Official high school transcript
- Official college transcript(s) (if applicable)
- TOEFL Scores
- Verification of Financial Support

For more information, contact the Records and Admissions Office at (928) 724-6630.

Degree-Seeking Students

A student seeking a certificate or undergraduate degree is classified as a degree-seeking student.

First-Time Freshman

A freshman student is an individual who has never attended any other college prior to enrolling at Diné College.

Transfer Student

A student who attended another accredited college or university prior to being admitted to Diné College is considered a transfer student. Official transcript(s) is required. Based on transcript evaluation a maximum of 40 credit hours below the 300 course level with grades of "C" or better will be accepted. Transfer courses will not be included in the student's Cumulative Grade Point Average (CGPA) and will be shown without designated equivalents. Transfer credits remain on a student's permanent transcript.

Returning Students

Any student who has not attended for two consecutive semesters (excluding summer sessions) must apply for re-admission.

Stopped Out Students

Students must maintain continuous enrollment to use the catalog from the year they were admitted.

Full-Time Student Status

A student is considered full-time when registered for 12 or more credit hours per semester.

Part-Time Student Status

A student is considered part-time when registered for less than 12 credit hours per semester.

Non-Degree-Seeking Students

A student is considered non-degree seeking when he/she is not pursuing a degree. A non-degree student is not eligible for federal financial aid.

High School Concurrent Enrollment (Non-Degree)

A high school or home-schooled student who has completed his/her sophomore year may enroll for a maximum of two courses per semester and one course per summer session. The student must have a minimum of 2.50 CGPA. The student must obtain and submit a High

Admission Policies and Procedures

School Concurrent Enrollment Form including an admission application and his/her high school transcript. The student is required to take the college placement tests. The student must maintain a “C” grade average. The student must meet the prerequisite and course requirements. The student transcript will be established based on credit earned from the college. A student is not permitted to audit courses.

Dual Credit Program

What is dual credit?

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

Student Eligibility

High school students must be juniors or seniors, have a GPA of 2.50 or higher or have the principal/guidance counselor’s approval, and meet the enrollment requirements of the Diné College Registrar’s Office. Other requirements established by individual high schools may also apply.

Eligible Classes

A list of College courses that have been approved for the Dual Credit Program is available at the Dual Credit Office and online at: <http://www.dinecollege.edu/dual-credit-program/index.php>. Only academic courses are eligible for dual credit classification. These courses allow for transfer of college credit based on transfer agreements among public colleges and universities in Arizona and New Mexico, including other tribal colleges and universities. Vocational, remedial, and physical education classes are not eligible for dual credit.

Placement Tests

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

Enrolling in Dual Credit Courses

Dual Credit students must submit the following to the Records and Admissions Office before registering for

classes (all documents must be original, no copies or scanned documents accepted):

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

Tuition and Fees

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

Textbooks

High school representatives are responsible for purchasing and distributing all textbooks and learning materials, which are available at the College Bookstore.

Registration

Academic Advising

Academic advising at Diné College offers advising services to help students understand their academic and personal goals.

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

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

All students are strongly encouraged to meet with either a General Academic Advisor at the Student Success Center and/or Community Campus Office, or a Faculty Advisor prior to scheduling classes each semester. This will ensure students are enrolling in the right classes for their curriculum and possible transfer plans.

Shiprock Student Success Center, call (505) 368-3621
Tsaile Student Success Center, call (928) 724-6855

Student Orientation

Student Orientation is designed to help new students transition to college life. Freshman students are encouraged to attend Fall or Spring orientation. For more information, call the Student Success Centers in Tsaile or in Shiprock.

Placement Test

All incoming undergraduate students are required to take the placement test in the three subject areas of reading, writing, and mathematics prior to registration. The test results will determine the level of course placement.

If a student does not agree with the placement test results, a challenge test is available. A challenge may be taken to advance a student to the next level of course sequence. It must be taken prior to registration:

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

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

Advanced Reading Proficiency is required for graduation either by passing or testing out of FST 131 – Advanced Reading.

A student who has earned an associate degree or higher may be exempt from the placement tests.

Diné College recommends students retake the placement test after not attending school for four (4) years.

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

Navajo Language Proficiency Test

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

Tuition and Fees

Students with a student account balance in excess of \$200.00 are not allowed to register.

Tuition

Tuition cost for Associate degree and Certification programs are \$55 per credit hour or up to \$660 for full-time students (12 credits).

Tuition cost for the Elementary Education and Business Administration BA programs is \$55 per credit hour or up to \$660 for full-time students (12 credits).

Required Fees (Non-Refundable)

Application (new first time students)	\$20
Technology Fee	\$20
Activity Fee	\$20
Vehicle Parking Permit	\$5
Meal Ticket/ID Replacement	\$5
Graduation Petition and Diploma	\$25
Late Graduation Petition	\$35
Official Transcript (per copy)	\$5
Same day Transcript	\$15
Improper Check out	\$30
Residence Life Cleaning Fee	\$50
Residence Hall Lost Keys	\$10
Residence Hall Damage	Varies
GED Administration Test	Varies
GED Administration Re-Test per Subject	\$20

Technology Fee

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

Activity Fee

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

Cancelled Course Policy

Students can receive full tuition refund, if the class was cancelled by the College. This does not include the non-refundable fees (technology and activity fee, where applicable).

Payment Options

All payments can be made at Diné College sites with cash, money orders or credit cards (only VISA and MasterCard). The Finance Office accepts debit or credit payments over the phone. The college **does not** accept personal checks.

Deferred Payment

To be eligible for a deferred payment schedule, students must have no prior default payments for financial obligation to the College. A student's enrollment may be cancelled if all fees are not paid according to the promissory note. Deferred payment requests are reviewed and approved on an individual basis by the Finance Office for the Tsaile Campus and Shiprock Branch. The Regional Directors review and approve students' deferrals for their campuses.

Transcripts Requests

All financial obligations to the College must be met before transcript will be released.

Fall or Spring Semester Tuition Refund

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

Summer Sessions Tuition Refund (5-10 weeks)

Summer Sessions Tuition Refund	
Tuition for each session is refunded from the date instruction begins as follows:	
Before instruction begins	100%
01-03 calendar days	75%
04-05 calendar days	50%
06-07 calendar days	25%
After 07 calendar days	No Refund

Tuition and Fees

**Students must officially withdraw from their classes using a withdrawal form from the Registrar's Office or respective campus site. Students' failure to withdraw properly results in the forfeiture of tuition refunds.*

Textbook Refunds (Fall and Spring)

Textbook - Refund (Date of Purchase)	
01-05 calendar days	100%
06-14 calendar days	80%
15-21 calendar days	60%
After 21 calendar days	No Refund

Textbook Refunds (Summer Sessions)

Textbook - Refund (Date of Purchase)	
01-03 calendar days	100%
04-07 calendar days	75%
After 7 calendar days	No Refund

**Course material returns are based on the date purchased or from the start date of class, whichever is later to receive any refund.*

Textbook Refunds - Conditions

- No refunds or exchanges without original receipt
- An ID and copy of course schedule must be present for all transactions regarding course materials
- All components of a bundle must be returned together in the same return
- New course materials must be returned new and in unopened condition
- All shrink wrapped items must be returned unopened and in original shrink wrap
- With proof of a schedule change and original receipt, a refund will be given in the student's original form of payment; percentage of refund will be dependent on how many days have passed since the start of class or purchase, whichever is later
- CDs, DVDs, InfoTrac passcode, internet pass codes or software included with a book or sold alone must be intact in the original package

Merchandise Refund - Conditions

- Merchandise must be in original condition
- No refunds or exchanges without original receipt
- Item must be in NEW condition i.e. not have been used, tags still attached
- All sales final on discounted items
- Opened software, audio book, DVDs, CDs, music and small electronics may not be returned

Residence Hall

Student housing is available only at the Tsale Campus. Students are responsible for adhering to Residence Life terms and conditions. For more information, contact the Residence Life Office at (928) 724-6782.

Note: Housing costs for each session are refundable based on the date of check-in at the residence hall as indicated above under "Refunds".

Housing Cost by Semester

Fall/Spring	Single/Family	Double
1 Semester	\$990	\$640

Summer	Single/Family	Double
5 Weeks	\$290	\$190
10 Weeks	\$580	\$380

Residence Hall Student Meal Plan

The following meal plan options are available:

Meal Plan for Resident Students	
Warrior Meal Plan	\$1,480
<ul style="list-style-type: none"> • Three meals a day Mon -Fri • Two meals a day on weekends 	

Meal Plan for Dependents	
Dependent Meal Plan	\$600
<ul style="list-style-type: none"> • Three meals a day Mon -Fri • Two meals a day on weekends 	

Tuition and Fees

Housing and Meal Plan Refund

Fall/Spring Semester Refund: Housing, Meals

01-05 calendar days	100%
06-14 calendar days	80%
15-21 calendar days	60%
After 21 calendar days	No Refund

Summer Session Refund: Housing, Meals

01-03 calendar days	100%
04-07 calendar days	75%
After 07 calendar days	No Refund

Financial Aid

Financial Aid & Scholarship Office

Diné College administers federal, state, tribal, and institutional grants and scholarship programs to assist students based on financial need or academic merit. Available funds are used to provide assistance to qualified students. Students are responsible for initiating the application process for financial assistance and scholarships. Students are encouraged to apply as early as possible.

The Financial Aid & Scholarship Office (FA&SO) 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 main goal of the FA&SO is to educate students to seek other funds to meet the rising costs of education through grants, part-time work or scholarships.

Students are eligible for federal financial aid if they are enrolled in a certificate or degree program. 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, and must be a U.S. citizen or eligible non-citizen. Male students must comply with Selective Service registration requirements.

All students must complete the following:

- Free Application for Federal Student Aid (FAFSA), available at Diné College's FA&SO at Tsaile, Shiprock and regional sites, any high school counselor's office, or online at www.fafsa.gov. The FAFSA/ISIR response will determine a student's Expected Family Contribution (EFC).
- Financial Aid Data Forms and other financial aid information is available at Diné College's Financial Aid & Scholarship Office and online at <http://www.dinecollege.edu>.

Cost of Attendance (COA)

Diné College has established a cost of attendance for Dependent and Independent students as well as for students living in the dorm, Residence Life. The Pell Grant award is based on the COA and student/parent's EFC – expected family contribution; therefore, no two student's

awards are exact. A cost of attendance (COA) example for an On Campus student living in the dorm/Residence Life for one semester:

COA Example	
Tuition and Fees	\$705
Books and Supplies	\$700
Room and Board	\$2,470
Transportation	\$1,225
Personal	\$1,250
Total Estimated COA:	\$6,350

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

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

Award Example			
Pell Grant	\$2,865	COA	\$6,350
Navajo Nation	\$2,000	Less Total Aid	\$4,865
Total Aid	\$4,865	Unmet Need	\$1,485

Award Amounts vary based on several factors:

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

Satisfactory Academic Progress Policy (SAP)

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

Students receiving financial aid must make satisfactory academic progress toward the completion of a certificate or degree program. Diné College has both a qualitative and quantitative measure of academic progress:

Financial Aid

Qualitative Standard:

- Minimum grade point average (GPA)

Quantitative Standards (Pace):

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

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

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

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

Course Repetition

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

Official Withdrawal

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

Unofficial Withdrawal

An unofficial withdrawal occurs when a student does

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

Incompletes

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

Transfer Credits

Coursework taken at another institution that is accepted and officially transfers as transfer credit by Diné College will count as both attempted and completed credit hours toward pace and maximum timeframe. Students who exceed the maximum timeframe can submit an SAP Appeal to determine if their aid can be reinstated.

Change in Major

Students who have changed majors or are pursuing a second degree may reach their maximum timeframe before their program of study is complete. All credits attempted are treated in the quantitative, qualitative, and maximum timeframe standards for SAP.

Additional Degree(s)

A student who already has an equivalent of an AA or AS degree (or higher) does not qualify for additional Pell Grant funds unless he or she is seeking a Bachelor of Arts degree in Business Administration or Elementary Education.

Repeat

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

Financial Aid

Retake

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

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

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

Financial Aid Warning

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

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

Financial Aid Suspension

Recipients of financial aid will be suspended from aid if they fail to meet the semester grade point average and/or to complete 67% of their enrollment for TWO (2) semesters of academic coursework. Failure to meet one of the academic progress standards for two consecutive semesters may result in financial aid suspension. Students on financial aid suspension are not eligible for Title IV Funds.

Reinstatement of Financial Aid Eligibility

A student may lose federal and institutional aid eligibility because he/she is not meeting the SAP GPA or Pace standards.

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

1. Submit a Satisfactory Academic Progress (SAP) Appeal Form with supporting documentation. A student must be advancing toward a degree and show progress within the SAP Academic plan for graduation.

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

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

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

Return to Title IV (Refund & 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 toward 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.

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

Financial Aid

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

NOTE: *Diné College does not participate in the Federal Student Loan Program and will not certify enrollment or share information with potential lenders.

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

- **Federal Pell Grant Duration of Eligibility** – Beginning award year 2012–2013, the duration of a student’s eligibility to receive a Federal Pell Grant is reduced from 18 semesters or its equivalent to 12 semesters or its equivalent. The calculation of the duration of a student’s eligibility will include all years of the student’s receipt of Federal Pell Grant funding.
- **Pell Grant Lifetime Limit** – Beginning Fall 2012, students are now limited to receiving 12 semesters of Pell Grant eligibility during their lifetime. This change affects all students regardless of when or where they received their first Pell Grant. Students may view their percentage of Pell Grant used by logging into www.NSLDS.ed.gov. Your ‘Lifetime Eligibility Used’ percentage will be displayed in the ‘Grants’ section.

Completion Rate/Pace & Maximum Timeframe

(Effective: Fall 2012)		
Classification	Credit Hours	GPA
Freshman	0-32	1.500
Sophomore	33-64	1.750
Junior	65-96	2.000
Senior	97-128	2.000

Maximum Timeframe/Pace

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

Paying Prior-Year Charges

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

Federal Work Study Program (FWS)

FWS is a federally-funded program and a part of the Title IV student aid funds. It provides jobs for students with financial need, allowing them to earn money to help pay for their education expenses.

Student Consumer Information

Diné College provides current information through annual publications on students’ rights and responsibilities concerning financial aid. Students may request copies of the Financial Aid Student Handbook and the Student Guide at the Financial Aid & Scholarship Office in person, by mail, by telephone, or online at www.dinecollege.edu.

Deferred Payment Plan

Other resources available to help pay for educational related expenses include Work Study, Tribal Scholar-

Financial Aid

ships, etc. Diné College also offers an affordable monthly payment plan if a student is not eligible for financial aid.

Financial Aid Appeal Process

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

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

Financial Aid Office Location/Contact

The Financial Aid Office is located in the SUB-Tsaile Campus and Shiprock North Campus. For more information, call:

Tsaile Campus	Shiprock Branch
Phone: (928) 724-6956 Fax: (928) 724-6740	Phone: (505) 368-3513 Fax: (505) 368-3512

Grants and Scholarships

Students applying for these scholarships must complete a FAFSA. These scholarships are established by public sources and private donors. Support is based on the availability of funds.

Navajo Nation Scholarship and Financial Assistance (ONNSFA)

For ONNSFA requirements, see ONNSFA Policies and Procedures online at www.onnsfa.org. All applicants must apply at their respective agency.

Chinle Agency

Email: onnsfachinle@navajo-nsn.gov
Office of Navajo Nation Scholarship & Financial Assistance - Chinle Agency
P.O. Box 2358 Chinle, Arizona 86503
Toll free: 1-800-919-9269, Fax: (928) 674-2331
Website: www.onnsfa.org

Crownpoint Agency

Email: onnsfacrownpoint@navajo-nsn.gov
PO Box 1080
Crownpoint, NM 87313
Toll Free: (866) 254-9913
Fax Number: (505) 786-2178

Ft. Defiance Agency

Email: onnsfacentral@navajo-nsn.gov
PO Box 1870
Window Rock, AZ 86515
Toll Free: (800) 243-2956
Fax Number: (928) 871-6561

Shiprock Agency

Email: onnsfashiprock@navajo-nsn.gov
PO Box 1349
Shiprock, NM 87420
Toll Free: (866) 223-6457
Fax Number: (505) 368-1338

Tuba City Agency

Email: onnsfatubacity@navajo-nsn.gov
PO Box 370
Tuba City, AZ 86045
Toll Free: (866) 839-8151
Fax Number: (928) 283-3215

Navajo Nation Chapter Scholarships

Navajo Nation Chapter Assistance is available at each chapter throughout the Navajo Nation. Applicants must be registered members with their respective chapters.

Utah Navajo Trust Fund

The Utah Navajo Trust Fund makes financial aid available to Navajo residents of Utah. The office is located in Blanding, Utah. Applications are available at the Financial Aid and Scholarship Office.

Other Scholarships

Many organizations such as churches, businesses, and civic groups offer scholarships each semester. Others receive assistance from employers, credit unions, corporations, foundations, or professional associations. Students can check on the website at the www.dinecollege.edu financial aid link. The Financial Aid and Scholarship Office has information about the following:

Financial Aid

1. American Indian College Fund
2. American Indian Education Foundation / National Relief Charities
3. American Indian Services
4. Gates Millennium Scholarships
5. Indian Health Service Scholarships
6. Project Love Scholarships
7. Navajo Tribal Utility Authority
8. Navajo Nation Oil & Gas Company
9. Arizona Public Service's Scholarship
10. Catching the Dream Scholarship
11. Other Tribal Scholarships

Student Services and College Resources

Student Services at Diné College

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

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

Adult Education Program

Diné College offers basic educational opportunities for students who need to work on their reading, writing, and mathematics skills. This Program also helps to prepare students for the GED® Test. For more information on this Program, call the Adult Education Program in Shiprock at 505-368-3563.

Associated Students of Diné College (ASDC)

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

Athletics

Since 1968, Diné College has supported athletic teams. In the past forty years, the College has developed an overall intercollegiate athletic program that ranks among the very best in community college circles nationwide.

Diné College Warriors have won many conference, regional, and national championships in a variety of sports. Winning teams have become a tradition at Diné College in both men's and women's sports. Community support for intercollegiate athletics at Diné College has been outstanding. The caliber of coaching, the quality of uniforms and equipment, the training and medical facilities, and the opportunity to play against worthy competitors are superior. Diné College Athletic Programs aspire

to the highest level of intercollegiate competition, sportsmanship, and academic excellence. Athletics Web Site: <http://www.dinecollege.edu/gowarriors>

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. For more information on financial aid for athletes see financial aid.

Intercollegiate Athletics for Men and Women

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

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 Development (GED)
- A student must be enrolled in a recognized academic program and be making progress toward a two- or four-year degree at the attending college
- A second-semester student must receive passing grades in 12 credit hours during his/her first term and must have a GPA of 2.00
- A student must receive passing grades in 24 credit hours during the two preceding terms of attendance
- After accumulating 24-48 credit hours, a student must have achieved a 2.00 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 and Admissions prior to participation in intercollegiate sports. Student athletes are not permitted to participate in athletic competition without proper documentation.

Student Services and College Resources

Athlete's Class 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.

Athletes on Satisfactory Academic Progress (SAP)

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

Satisfactory Completion

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

Intermural Sports for Men and Women

Volleyball, Basketball, Soccer and Softball compete locally with colleges in the area. Basketball also competes annually at the AIHEC National Championship. Eligibility requirements follow the same collegiate school regulations.

Bookstore

The bookstores at Tsaille and Shiprock provide textbooks, art supplies, office supplies, personal items, snacks, books on Native American topics, and official Diné College merchandise. At regional sites, textbooks are available for a limited time at the beginning of each semester. For more information, call (928) 724-6751/6750.

Cafeteria

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

Campus Security

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

Tsaille Campus	Shiprock Branch	Tuba City
(928) 724-6802	(505) 368-3521	(928) 283-7501

Parking Permits

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

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

Career Services

Career Services are available at the Tsaille and Shiprock Campuses as part of the comprehensive education and student services offered at the College.

Career Services assists students with exploring, developing, and setting goals to each student's unique educational and academic needs. These services include career assessments, occupational information, goal setting, degree planning, and employment resources.

Our goal is to prepare students to become active participants in their career goals and build employable skills while attending Diné College. Contact information:

Student Success Center Tsaille Campus	Student Success Center Shiprock Branch
Phone: (928) 724-6851	Phone: (505) 368-3623

Computer Services

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

Student Services and College Resources

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

WarriorWeb

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

WarriorID is used for:

- Diné College computers
- Student information on Diné College's portal, WarriorWeb (grades, schedule, Financial Aid, and Student Billing)
- Diné College e-mail account
- Networked Student Folder (S drive)
- Online classes through Learning Management System (LMS), such as eRacer or Blackboard
- Diné College wireless access points

Counseling Services

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

- Help students identify and attain their educational and career goals
- Promote personal growth and development of students
- Guide and assist students in becoming active, responsible, and self-discipline individuals
- Encourage and assist students with explorations of personal and professional choices.

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

Counseling Services are located at the Tsaile and Shiprock Campuses and can be reached at (928) 724-6854 and (505) 368-3628. Community Campus students are encouraged to contact a Counselor at the Tsaile Cam-

pus for services and support.

Disability Support Services

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaile and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaile (928) 724-6856 or Shiprock (505) 368-3627.

Diné Policy Institute

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

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

Both undergraduate and graduate research internships are available at the Diné Policy Institute on projects

Student Services and College Resources

pertinent to the Diné people and the Navajo Nation. Interns will support DPI researcher projects in various ways under the mentorship of DPI researchers, and will address contemporary Navajo issues, such as Food Sovereignty, Public Health, Sustainable Community Development, Education, Social Service, Cultural Rights, and Government Development.

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

GED® Tests

Individuals who are 16 years or older and have not received their high school diplomas are eligible to have the GED® Test administered to them. Prior to testing, individuals are strongly encouraged to enroll into a local Adult Basic Education Program to prepare. For more information on the GED® Test, call Student Services in Shiprock at 505-368-3629.

Land Grant Office (LGO)

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

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

Land Grant Office Internship

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

considering a career as an extension agent or working with the USDA.

Learning Centers

The Learning Centers are located at the Tsaile, Shiprock, Tuba City, and Window Rock sites. The Tsaile Learning Center is located on the first floor of the Ned Hatathli Center. The Shiprock Learning Center is located inside the Student Success Center at south campus.

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

The Centers provide academic support to students, including:

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

Library Services

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

At the Tsaile campus, the Kinyaa'aanii Library houses the R.C. Gorman Collection, a large movie and documentary selection, an extensive juvenile literature section, and a large selection of Navajo and Native American books in the Moses-Donner Indian Collection. At the Shiprock campus, the Senator John Pinto Library houses the David Brugge Collection of books, journals, and archaeological studies. The library at the Crownpoint site houses the Mary Shepardson Collection, a must-see for Navajo researchers.

Student Services and College Resources

For more information, call:

Library Services	
Tsaile	Ph: (928) 724-6757
Shiprock	Ph: (505) 368-3646
Crownpoint	Ph: (505) 786-7205

Library Card

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

Ned Hatathli Museum

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

The Office of Institutional Advancement (OIA)

OIA works with multiple constituencies within Diné College in order to secure the resources required to fulfill the College's mission. OIA focuses on shaping the future of the College by providing leadership, expertise, and support in the areas of fundraising, development, donor relations, institutional planning, campus development, data research, institutional grants, marketing, and public and community relations. For more information, call: (928) 724-6698.

Residence Life Program

Residence halls are available for students at Tsaile Campus only. Priority is provided to students with a GPA of 2.00 from the prior semester and to new incoming students. Every two rooms share a restroom. Students must provide their own linens and are responsible for the cleanliness of their rooms and common areas. Coin-operated washing machines/dryers are available in each residential hall. No pets are allowed in the dorms. There is no smoking allowed in the dorms.

Housing policies and regulations can be obtained from the Residence Life Office or on the Diné College website under Residence Life.

Application Requirements:

- Housing Application
- Signed Terms and Conditions form
- A current class schedule
- Financial Aid Award Letter

Family Housing (Married/Single Parents)

Parents must purchase meal plans for their dependents 2 years to 12 years of age residing in residence halls. For health and safety reasons, no more than 2 children, 0–12 years of age, are permitted to live with their parent(s) in the residence halls.

Married students must provide a copy of their marriage license, or if Common Law, students must provide a copy of the child's birth certificate listing both parents. Both parents must be full-time students.

Guest Housing

Overnight guest(s) may rent a room for \$25 for a single-occupancy room or \$35 for a double-occupancy room per night.

Current registered students may rent a room for \$10 per night depending on availability. Reservations must be made 24 hours in advance with the Residence Life Office. Housing policies and regulations apply to overnight guests.

Parking Permit

Diné College requires all residence hall students to display a current parking permit. Parking permits can be purchased at the Campus Security Office.

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

Retention Office

The purpose of the Retention Office is to identify, recruit, retain, and empower students. We work with students who are struggling to stay in school. Students struggle for a variety of reasons including academic difficulties, work-related issues, and life pressures; therefore, our office provides students the following services:

Student Services and College Resources

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

The Retention Offices are located at the Tsaille and Shiprock Campuses. Community Campus students are encouraged to contact one of the two offices for support: Tsaille: (928) 724-6728 and Shiprock: (505) 368-3625.

Student Activities

Student Activities promotes programs creating social engagement, leadership and student development opportunities. In fulfilling this mission Student Activities promotes diverse and creative programming that will enhance the out of classroom college experience.

Activities include Talent Shows, guest speakers, live performances, music and dance events, movies, food events, magic shows, and Traditional Navajo Shoe games. Health and Wellness events that include Health Fairs, Workshops, Fun Runs and much more. The Student Activities office is located inside the Student Union Bldg. For more information call (928) 724-6743 or 6744.

Student Clubs and Organizations

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

When you join a club you meet other students with the same interests, develop leadership skills, embark on an adventure, and have fun. All Clubs are sanctioned by the Associated Students of Dine' College, for more information visit the Student Activities office or call (928) 724-6743 or 6744.

Transfer Services

Students who are interested in pursuing a bachelor's degree after Diné College should contact the transfer services office. A Transfer Specialist is available to assist you with researching 4-year institutions, exploring bachelor degree programs and requirements, and connecting

you with particular services for Native American students. Some featured resources and support offered through transfer services are:

- One-on-one advisement focused on transfer options
- Informational brochures on 4-year institution
- Assistance with the admissions process
- College visits and campus tours

Student Success Center Tsaille Campus	Student Success Center Shiprock Branch
Phone: (928) 724-6851	Phone: (505) 368-3623

Veteran Services

Diné College would like to welcome our veterans. We are proud to service our military veterans and their dependents who are seeking financial aid assistances in the form of Veteran Education Benefits. Students who qualify for veteran benefits must comply with all VA regulations governing the specific GI Bill under which the student is granted Education Benefits.

A designated VA School Certifying Official is available at the following DC campus locations Tsaille, AZ, Shiprock and Crownpoint, NM. School Certifying Official assists returning military soldiers who qualify to receive VA educational and training benefits while enrolled at DC. A number of different VA Educational Programs are available for veteran's dependents and survivors. Dine College curricula and courses are approved by Arizona and New Mexico State Approving Agency for training of veterans and eligible dependents. Veterans who are approved eligible to receive VA Education Benefits are required to comply with all VA regulations governing the specific GI Bill under which a veteran is granted Education Benefits. Please contact the nearest campus for information and assistance from a School Certifying Official (Note: Tsaille Campus includes Chinle, Tuba City and Window Rock sites):

Veteran Services	
Tsaille Campus	Edison Curtis, Certifying Official Ph: (928) 724-6727
Shiprock Branch	Norma Willis, Certifying Official Ph: (505) 368-3513
Crownpoint Campus	Patrick Sandoval Ph: (505) 786-5240

Academic Policies

In order for students to be successful, it is the responsibility of the students to familiarize themselves with the academic policies.

Academic Appeals

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

Academic Course Load

A full course load normally will consist of twelve (12) to sixteen (16) credit hours each semester. Depending upon the student's major and degree of academic preparation, a student may take more than 16 credit hours. The student must have 3.00 cumulative GPA or higher, and obtain approval from an assigned advisor and the Dean of Academics, to take 17 to 21 credit hours. Under no circumstances may a student enroll for more than 21 credit hours in one semester. Credits earned through Credit by Examination are not counted in this policy.

Academic Integrity

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

Academic Probation

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

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

Academic Recognition

Academic recognition can be achieved as follows:

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

Academic Standing

Students must maintain 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 credit and are not considered hours completed. Transfer credit hours accepted by Diné College are not calculated in cumulative grade point averages for determining satisfactory progress.

Academic Status Change

When change of an "Incomplete" (I) or "In Progress" (IP) grade alters a student's academic status (see Table of Non-Grade Designation, below), the student is notified of the change in writing by the Records and Admissions Office.

Academic Suspension

Students who do 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

Academic Policies

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's transcript. Students who are placed on academic probation or academic suspension are subject to additional regulations regarding Satisfactory Academic Progress (SAP). A student may appeal academic suspension by obtaining appeal information from the Registrar's Office.

Access to and Confidentiality of Records

Social Security or Student Identification Numbers are used for students' identification and records only. The Family Education Rights and Privacy Act, FERPA of 1974 protects the privacy of such information. The College provides access to specified official records related to the student and an opportunity to change such records if they are inaccurate while providing for the challenge of actual grades received. To ensure that their rights are upheld, students are required to file requests for non-disclosure on an annual basis if withholding of directory information is desired. Such requests will be honored for one academic year. Only the Registrar's Office and other authorized personnel have access to student files. An authorized personnel is a person employed by the College in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee or assisting another school official in performing his or her tasks.

Administrative Withdrawal

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

Auditing Courses

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

Change of Grade

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

Change of Major

Students may change their major at any time by completing the Change of Major Form and submitting it to the Records and Admissions Office. Students who have changed their major must consult with their advisor to determine additional curriculum needs. Change of major may impact a student's Financial Aid eligibility.

Class Attendance

Students are expected to attend all classes and required labs. An absence does not excuse a student from classwork or assignments that are missed. Repeated absences and tardiness that affect student performance will be reflected in the final grade.

Course Change or Cancellation

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

Course Substitution

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

Credit-by-Examination

Students who are currently enrolled in Diné College may

Academic Policies

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

Definition of a Semester Hour

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

Dropping and Adding Course(s)

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

- The student may drop courses by completing a Drop/Add form available from the Registrar's Office or the respective site
- The Drop/Add form must be signed by the instructor of the class and the student's advisor. Completed Drop/Add forms must be returned to the Registrar's Office or to the respective Sites for processing by the drop deadline date. (See Academic Calendar)
- A course dropped in the first two weeks of the semester will not appear on a student's transcript
- A grade of "W" will be recorded for all classes

- dropped beginning the third week of the semester
- Residential students dropping below 12 at any time during a semester lose eligibility for campus housing. Any appeals to this must be submitted to Residence Life
- Students receiving financial aid must check with the Financial Aid and Scholarships Office for continued financial aid eligibility
- Any student who discontinues a course at any time without officially dropping the course is subject to a grade of "F"

Enrollment Status

Status	Credits
Full-Time	12 or more credits
Three-Quarter Time	9-11 credits
Part Time	6-8 credits
Less than Half Time	5 or fewer credits

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

General Grade Appeal

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

If the matter cannot be resolved with the faculty, the student may appeal to the appropriate department chairperson. The student must provide the evidence as to why the grade posted by the faculty is in error.

If the matter is not resolved with the division chair, the student may appeal a final time to the Academic Standards Committee. The decision of the Academic Standards committee is final. Grades may be appealed within one academic year.

Grade Point Average (GPA) System

Grade Point Average (GPA) refers to the average grade at any particular time during, or at the end of, any particular semester. It is determined by the total number of credits divided by quality points earned. Quality points are figured as follows: A = 4 quality points, B = 3 quality points, C = 2 quality points, D = 1 quality point, and F = 0 quality points. For instance, if a student receives an

Academic Policies

A in ENG 101 (3 credits x 4 quality points = 12), B in MTH 110 (3 credits x 3 quality points = 9), and C in PSY 111 (3 credits x 2 quality points = 6), that person's GPA

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

Example:

A in ENG 101 = 3 credits x 4 Quality Points = 12
 B in MTH 110 = 3 credits x 3 Quality Points = 9
 C in PSY 111 = 3 credits x 2 Quality Points = 6
 Student GPA = 3.00 (27 Quality Points / 9 = 3.00)

would be 3.00 (27 total quality points divided by 9 credits = 3.00).

The Cumulative Grade Point Average (CGPA) is the average for all courses taken at the college. It is computed by taking the sum of all quality points earned while in attendance at Diné College divided by the sum of all eligible credit hours earned. The following rules are considered in computing the CGPA:

Non-Grade Designations

Letter Code	Description	
I	Incomplete Grade	This grade indicates incomplete coursework. The incomplete grade must be converted to a credit grade at the end of the following regular semester, including the summer session, or it automatically changes to an "F". If the change places the student on academic probation or suspension, this restriction is effective immediately.
IP	In-Progress Grade	This grade indicates that the student has met attendance requirements and has worked continuously toward meeting the objectives of the course. Re-enrollment in the course in the next semester is required. Therefore, IP may be given only once for the same course and only in the following pre-college courses: ENG 100A, 100B; FST 130, 131, and 133; and MTH 096 and 100. If the change places the student on academic probation or suspension, this restriction is effective immediately.
W	Withdrawal Grade	A student may withdraw from a course and receive a "W", or the faculty may also drop or withdraw a student for any legitimate reason. A student has the right to appeal an Instructor Drop/Withdrawal by submitting a petition in writing to the appropriate faculty. Refer to the Academic Calendar for Withdrawal Deadline.
AU	Audit Grade	An "AU" is awarded for class participation and does not indicate proficiency in the subject matter. Course credit is not included in the Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA)
CR	Credit Grade	A CR grade is awarded through a challenge examination. It is included in the total earned credit hours but is not computed in the GPA or CGPA.
R	Repeating a Course	Students may repeat courses previously taken. The transcript will show that the course was repeated, and the higher grade is used to compute a student's Cumulative Grade Point Average (CGPA). Repeating a course impacts Financial Aid; see the Financial Aid Student Handbook for more information.

Academic Policies

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

Graduation Requirements

To be eligible for graduation and participation in a commencement exercise, students must meet the requirements for a degree or certificate, plus the following:

Graduation Requirements for an Academic Degree or Certificate:

1. Fulfill all coursework and degree requirements listed in the Graduation Degree Checklist
2. Cumulative Grade Point Average (CGPA) of “C” or better
3. Completion of Reading Proficiency requirement (Not applicable to Certificate Programs)
4. File a completed Graduation Petition and Degree Checklist with the Office of Records and Admissions prior to the deadline
5. Pay the \$25.00 non-refundable filing fee to the Cashier’s Office
6. Pay all outstanding and prior accounts in full to the College
7. Return all checked-out materials to the library
8. Complete the College’s student graduate survey

Reading Proficiency Requirement for Graduation

Satisfactory skill levels in reading, english, and mathematics are required for graduation. Graduation with a certificate does not require reading proficiency unless specified by courses required for the certificate. English and mathematics development are embedded into the General Education course requirements. Although reading courses do not fill any general education requirements, students must demonstrate satisfactory ability to read with comprehension in one of the following ways:

1. Students earn a passing score on the College’s reading placement test during enrollment or when it is offered as part of a reading course in which they are placed
2. Students who have not passed the reading placement test by the time they have completed one semester of FST 131 Advanced Reading must either take the course again and pass it with at least a “C” or pass the reading test when it is given during the semester
3. Students who have taken FST 131 a second time and have not passed either the course or the reading test must either:
 - a. Retake and pass FST 131 or
 - b. Retake and pass the reading test.

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

Graduation Degree Checklist

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

A Degree Checklist should be reviewed each semester prior to registering in order to assist a student in selecting courses for registration.

A Degree Checklist for each major or academic degree program includes:

1. General Education requirements
2. Program Requirements

Academic Policies

Degree Checklists are available on the Warrior Web.

Graduation Regalia

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

Graduation Exercise

A formal commencement exercise is held once each year at the end of the spring semester. Participation in commencement exercises does not in any way infer the awarding or issuance of a degree. Degree conferral hinges solely on the student's satisfactory completion of all requirements.

Graduating Catalog Year

Students maintaining continuous enrollment at Diné College graduate according to the requirements of the catalog in effect at the time of initial enrollment. If con-

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

tinued enrollment is not maintained for an academic year, the student must meet the requirements for graduation of the catalog in effect at the time they re-enroll. Students enrolling or re-enrolling during a summer term may follow the current catalog or the subsequent catalog.

Graduation Petition

Students must complete and submit a Graduation Petition to the Records and Admissions Office prior to the graduation deadline. Deadlines are posted on the Academic Calendar.

Graduation with Honors

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

Hold on Student Records

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

until obligations are satisfied in full.

Instructor Drop

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

Midterm and Final Grade Report

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

Military Service Credit

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

Participation in College-Sponsored Events

Participation in official college events or activities, such as intramural sports or conference attendance, requires satisfactory academic standing with a 2.00 GPA and completion of a Class Release Form prior to departure.

Repeating Courses

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

Satisfactory Academic Progress Policy (SAP)

The Satisfactory Academic Progress Policy delineates requirements for satisfactory academic progress as well

Academic Policies

as guidelines for academic probation and academic suspension. They are:

- Full-time students are placed on academic probation if, upon completion of 12 or more semester credit hours, they have a semester grade point average less than a “C” (2.0). If a student’s number of semester credit hours drops below 12 as a result of an IP grade, the student is still considered to be making satisfactory progress.
- Part-time students who have accumulated 16 or more semester credit hours are placed on academic probation whenever a total of 11 or less semester credit hours of work have been attempted and a cumulative grade point average less than a “C” (2.0) is earned.
- The Satisfactory Progress Policy applies to part-time students who have not yet accumulated a minimum of 16 semester credit hours.
- Students on academic probation may take no more than 14 credit hours per semester unless approved by the appropriate Academic Dean.
- Students placed on academic probation or academic suspensions are subject to additional regulations regarding SAP. **Students should contact the Financial Aid Office for pertinent Financial Aid (SAP) regulations.**

Student Rights and Responsibilities

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

Transcripts

Students may request an official transcript from the Records and Admissions Office from the main campus in Tsaile. The Transcript Request Form is available at all sites and on the College website. A fee is required for each Official Transcript. Currently enrolled students may review their unofficial transcript at any time by logging into WarriorWeb. Records and Admissions Office is not permitted to provide transcript services to any current or former student who owes money to the college.

Same-day service is available only for in-person requests at Tsaile Campus, for a nominal fee. The fee for a transcript is \$5.00 and the same day service is \$15.00 per transcript. Diné College cannot send an Official

Transcript by e-mail or fax.

Withdrawal from College

Students who drop all of their classes must officially withdraw from the College using a Withdrawal Form available from the Records and Admissions Office or respective campus site. 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 the unofficial withdrawal. Withdrawal forms must be returned to the Registrar’s Office with all the required signatures.

General Education

General Education Curriculum

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

Mission Statement

Diné College is committed to providing students with the opportunity to acquire skills and knowledge that include the ability to write clearly, read critically, speak effectively, use mathematics competently, think critically and creatively, understand abstract concepts, and use technology.

At Diné College we believe that Diné history, language, culture and philosophy, art, music, literature, and contemporary issues are necessary to understand and tell “the story of the Diné people.” The purpose of Diné College’s General Education curriculum is to enable students to pursue their academic and professional aspirations with experiences that consider diverse world views, philosophies, culture and contemporary experiences.

Course Information

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

IMPORTANT NOTE REGARDING GENERAL EDUCATION

The A.A. degree in Early Childhood Education provides a Navajo Language option in the Communication Core.

The A.S. degree in Mathematics requires MTH 110 or MTH 114 to fulfill the Mathematics Core.

The A.S. degree in Health Occupation requires PSY 111 to fulfill the Social and Behavioral Science Core.

The A.S. degree in Physics requires CHM 151 and CHM 152 to fulfill the Science Core.

All A.S. degrees require ANY BIO class to fulfill the Science Core, with the exception of the A.S. degree in Physics.

These General Education Requirements do not apply to the A.A.S. Degrees. The A.A.S. Degrees have their own specific General Education Requirements. Each of these options and exceptions are also noted under the degree descriptions.

General Education Program Requirements

General Education Core	Credits
Communications ENG 101; Freshman English I ENG 102; Freshman English II	6
Humanities and Fine Arts Students must choose one course from: Art History (ARH) Fine Arts (FA) Humanities (HUM) ENG 212, 213, 231, 233, 234, 241, 297 NIS 101-108, 205, 208, 220, 222, 225,293	3
Mathematics Student must take appropriate course based on major. MTH 110; College Algebra MTH 114; College Mathematics MTH 106; Survey on College Mathematics	3-4
Social and Behavioral Science Students must choose one History (HST) 101, 102, 135, 136 course and one other course from: Anthropology (ANT) Sociology (SOC) Social Work (SWO) Political Science (POS) Economics (ECO) Psychology (PSY)	6
Laboratory Science Students must choose one Life Science and one Physical Science course both with labs from: Life Science: BIO Physical Science: AST, CHM, ENV, GLG, PHY, PHS	8
Physical Education and Health Education PEH 122 PEH 113-148 Health Education (HEE) HEE 110, 111, 112	2-3
Navajo Studies NAV 101: Navajo Language or NAV 211; Navajo Literacy for Speakers NIS 111: Foundations of Navajo Culture and NIS 221: Navajo History to Present	9-10
Required Core Total Students transferring may need to take additional courses to meet core requirements.	37-40

General Education

Communications Requirements

ENG 101, 102 for the English Option.

NAV 212, 291, 301 for the Navajo Option (These courses do not meet AGEC option A, B, and S, the New Mexico Core Competencies, nor do they satisfy the ENG 101 pre-requisite of college-level courses).

COM 121 is required for New Mexico Core Competencies.

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

Humanities and Fine Arts Requirements

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

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

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

- Art History (ARH)
- Fine Arts (FA)
- History (HST) 101,102,135 or 136
- Humanities (HUM)
- ENG 212, 213, 231, 233, 234, 241, 297
- NIS 101-108, 205, 208, 220, 222, 225, 293

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

Mathematics Requirements

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

Navajo and Indian Studies Requirements

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

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

- Navajo Culture: NIS 111 Foundation of Navajo Culture
- Navajo History: NIS 221 Navajo History to Present
- Navajo Language: NAV 211 Navajo Literacy I

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

- Navajo Culture: NIS 111 Foundation of Navajo Culture
- Navajo History: NIS 221 Navajo History to Present
- Navajo Language: NAV 101 Navajo as a Second Language I

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

Physical/Health Education Requirements

To fulfill the physical education requirements, students must complete two credit hours from: PEH 113-PEH 148 or HEE 110-112.

General Education

Science Requirements

The AA and AS degrees require two science courses with a lab, one in the Physical Sciences and the other in the Life Sciences.

Social and Behavioral Science Requirements

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

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

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

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

Transferring General Education Credits

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

Transfer to Arizona Universities

Diné College's Arizona General Education Curriculum (AGEC) has been approved by the State of Arizona. Students who complete an AGEC are better able to transfer general education courses taken at Diné College as a block, instead of the university evaluating each course for its transferability. Information for students who plan to transfer to Arizona colleges or universities can find more information at <http://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 differences in the mathematics and science requirements for different degrees, there are three AGEC options. The blocks will transfer without loss of credits between any Arizona public community college or university in the programs designated by AGEC.

AGEC-A for liberal arts (social science, fine arts, humanities) is a 35 semester-credit, lower division general education curriculum block that fulfills the lower-division general education requirements for the programs listed above.

- AGEC-B for business administration is a 35 semester-credit, lower-division general education curriculum block that fulfills the lower-division general education requirements of business majors.
- AGEC-S for science/mathematics is a 35 semester-credit, lower-division general education curriculum block that fulfills the lower-division general education requirements of majors with more stringent mathematics and mathematics-based science courses.

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

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

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

General Education

AGEC-A for Liberal Arts Majors

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

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

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

* 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 can be found at: <http://az.transfer.org>

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

* Mathematics requirements: MTH 190

**History courses are included under social and behavioral sciences

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

AGEC-S for Mathematics and Science Majors

An approved 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.

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

* Mathematics requirement: MTH 191 or higher

**History courses may be counted as social and behavioral sciences

***Science requirement: 8 credits of university chemistry or 8 credits of university biology. Choose the science appropriate for your major

**** For Navajo Studies, two courses from the following three options: NAV 101 or 211, NIS 111, NIS 221

General Education

Transfer to New Mexico Universities

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

The New Mexico General Education Common Core

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

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

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

Degree and Certificate Programs

Certificate Programs

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

- Irrigation Technician
- Navajo Nation Leadership
- Natural Resource
- Public Health

Associate of Applied Science Degree

- Business Management
- Office Administration

Associate of Arts Degree

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

Associate of Science Degree

Public Health Degree

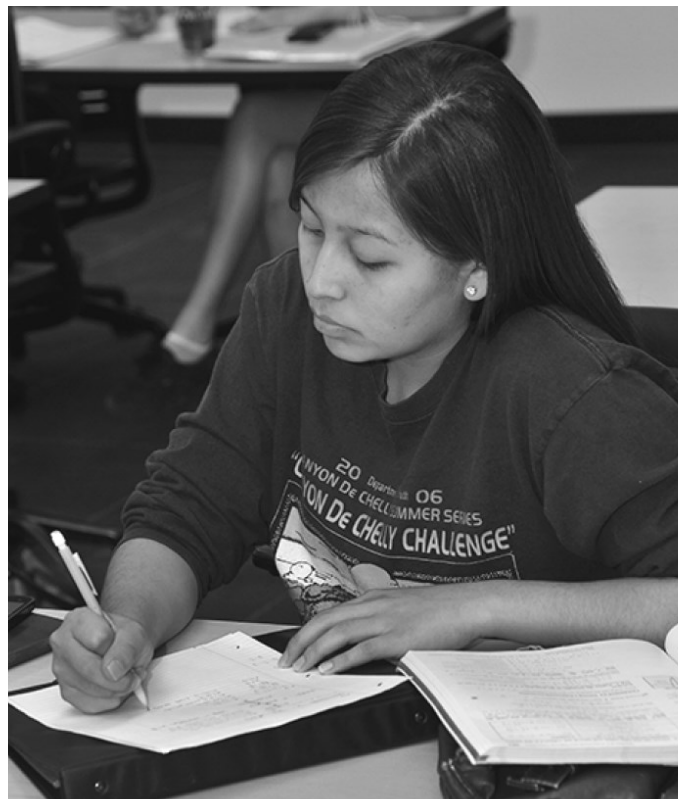
- Health Education (Sociocultural)
- Environmental Public Health

Science Degree

- Agroecology/Environmental Science
- Biology
- Environmental Sciences
- General Science
- Health Occupation
- Mathematics
- Physics
- Public Health

Bachelor of Arts Degree

- Elementary Education (*For General Classroom Teachers*)
- Business Administration



Certificate Programs

Irrigation Technician Certificate

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

Program Requirements	Credits
Semester I	
ENG 101 Freshman English	3
NAV 101 Navajo as a Second Language I or NAV 211 Navajo Literacy I	3-4
ENV 101 Intro to Environmental Science or BIO 100 Biology Concepts	4
ENV 123 Intro to Physical Hydrology	3
Semester II	
MTH 106 Survey on College Mathematics or MTH 110 College Algebra	3-4
ENV 216 Irrigation and Drainage	3
ENV 225 Principles of Agroecology with Lab	4
ENV 110 Intro to Soils w/lab	4
EGR 105 Electricity I	2
EGR 110 Electricity II	2
ENV 103 Intro to Cartography/GPS/GIS	1
Program Credits:	33-34

Navajo Nation Leadership Certificate

Program Requirements	Credits
1st semester = 15 hours	
NAV 120 Navajo Leadership Communication	3
NIS 118 Navajo Fundamental Law I	3
NIS 121 Navajo Human Relations	3
NIS 123 Navajo Supervision and Management	3
NIS 124 Navajo Governance	3
2nd semester = 15 hours	
NAV 140 Intro to Navajo Public Speaking	3
NIS 127 Navajo Current Issues and Affairs	3
NIS 130 Federal, State, County & Municipalities	3
NIS 133 Toastmaster & Parliamentary Procedures	3
NIS 135 Navajo Fundamental Law II	3
Program Credits:	30

Certificate Programs

Natural Resource Certificate

The Natural Resource Certificate Program prepares students training and skill to seek employment in entry level positions in the careers of Agriculture and Natural Resources. The courses are taught according to the Diné Education Philosophy to incorporate, assessment, planning, implementation and evaluation. The courses utilize hands-on learning by incorporating applicable Natural Resources concerns on Tribal lands particularly on the Navajo Nation. The skill learned can be applied to public, private and federal Agriculture and Natural Resource organization and programs.

Program Requirements	Credits
AGR 103 Conservative Planning	4
AGR 110 Monitoring/Assessment & Rangeland	4
BIO 184 Plant Biology	4
ENG 100A Communication Workshop I	3
ENV 110 Introduction to Soils/Lab	4
MTH 100 Intermediate Algebra	4
NIS 160 Navajo Agriculture History to Present	3
BIO 100 Biology Concepts or BIO 181 General Biology	4
ENV 101 Introduction Environmental Science or GLG 101 Indigenous Physical Geology	4
Program Credits:	34

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 of the public health services programs in the Navajo Nation. The courses are taught according to the Diné Education Philosophy following the program development cycle of assessment, planning, implementation, and evaluation.

Program Requirements	Credits
PUH 111, PUH 270	6
Choice of option A or B:	
Option A:* PUH 280 and choose one from EDU 200; BIO 170, 201; HEE 110, 111; PSY 111, 240, 250; SOC 111, 225, 230; PUH 241, or 289	6
Option B:* PUH 290 Public Health Research Methods PUH 297	7
Program Credits:	12-13

*Option A: Calls for PUH 280 and one elective course chosen from the list provided, both of which can be taken during the regular academic year

**Option B: Specifically applies these principles to the conduct of public health research through participation in the Summer Research enhancement program consisting of PUH 290 and PUH 297

NOTE: Student will not be eligible for Title IV Financial Aid in this certificate program. Option B specifically applies these principles to the conduct of public health research. This certificate is jointly awarded by Diné College and by the Mel and Enid Zuckerman College of Public Health at the University of Arizona.

Degree Programs

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS

The Associate of Applied Science (AAS) degree prepares students for employment following graduation. A minimum of 64 academic credits must be earned in specified coursework. Associate of Applied Science degrees are awarded in two programs of study: Business Management and Office Administration.

Business Management (AAS)

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

General Education Requirements	Credits
Communications ENG 100B and 101 or ENG 101 and 102	6
Mathematics MTH 100 Intermediate Algebra	4
Navajo and Indian Studies NAV 101 or 211; NIS 111, and 221	9-10
Physical Education/ Health Education PEH 122 or choice of two courses from PEH 113-148 or one from any HEE courses	2
General Education Credits:	21-22

Program Requirements	Credits
ACC 100 Fundamentals of Accounting	3
ACC 200 Financial Accounting	3
BUS 141 Introduction to Business	3
BUS 142 Business Math	3
BUS 143 Business English	3
BUS 180 Computers in Business	3
BUS 204 Business Law	3
BUS 211 Business Internship	3
BUS 240 Personal Finance	3
BUS 243 Business Communications	3
CIS 101 Spreadsheet	3
ECO 111 Introduction to Economics	3
MGT 140 Human Relations	3
MGT 150 Small Business Management	3
MKT 240 Marketing	3
Program Credits:	45

Degree Earned	Credits
General Education	21-22
Program Requirements	45
Total Credits Earned:	66-67

Office Administration (AAS)

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

General Education Requirements	Credits
Communications ENG 100B and 101 or ENG 101 and 102	6
Mathematics *Fulfilled in program requirement with BUS 142	0*
Navajo and Indian Studies NAV 101 or 211; NIS 111, and 221	9-10
Physical Education/Health Education PEH 122 or choice of two courses from PEH 113-148 or one from any HEE	2
General Education Credits:	17-18

Program Requirements	Credits
ACC 100 Fundamentals of Accounting	3
BUS 111 Keyboarding I**	3
BUS 121 Records Management	3
BUS 124 Office Procedures	3
BUS 141 Intro to Business	3
BUS 142 Business Math	3
BUS 143 Business English	3
BUS 180 Computers in Business	3
BUS 211 Business Internship	3
BUS 214 Word Processing I	3
BUS 216 Word Processing II	3
BUS 240 Personal Finance	3
BUS 243 Business Communications	3
CIS 101 Spreadsheet	3
MGT 140 Human Relations	3
MKT 140 Customer Relations & Service	3
Program Credits:	48

Degree Earned	Credits
General Education	17-18
Program Requirements	48
Total Credits Earned:	65-66

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

Degree Programs

ASSOCIATE OF ARTS DEGREE PROGRAMS

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

Business Administration (AA)

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

Program Requirements	Credits
ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3
BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business (AZ)	3
BUS 270 Quantitative Business Methods	3
CIS 111 Intro to Computers	3
COM 121 Speech Communications (NM)	3
ECO 200 Principles of Macroeconomics	3
ECO 201 Principles of Microeconomics	3
MKT 240 Marketing	3
Program Credits:	27

Degree Earned	Credits
General Education	37-40
Program Requirements	27
Total Credits Earned:	64-67

Computer Information Systems (AA)

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.

Program Requirements	Credits
ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3
BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business	3
BUS 270 Quantitative Business Methods (AZ)	3
CIS 111 Intro to Computers	3
CIS 155 Introduction to Programming	3
CIS 210 Systems Analysis and Design	3
COM 121 Speech Communication (NM)	3
ECO 200 Principles of Macroeconomics	3
ECO 201 Microeconomic	3
MTH 191 Calculus (AZ)	4
Program Credits:	30

Degree Earned	Credits
General Education	37-40
Program Requirements	30-33
Total Credits Earned:	67-73

Degree Programs

Associate of Arts Degree Programs - cont'd

Diné Studies (AA)

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

Program Requirements	Credits
NAV 212 Nav Literacy & Grammar for Spkr	3
NAV 301 Nav Descriptive & Narrative Writing	3
NIS 222 Contemporary Indian Affairs	3
NIS/POS 226 Navajo Tribal Government	3
NIS 261 Navajo Oral Tradition and Styles	3
NIS 294 Diné Education Philosophy I	3
NIS 371 Navajo Philosophy	3
Electives: Navajo Culture Emphasis	
NIS 220 Navajo Oral History	3
NAV 240 Navajo Public Speaking	3
Navajo National Government Leadership Emphasis	
NIS/ANT 225 Indians of the U.S. & N.A	3
NAV 240 Navajo Public Speaking	3
Navajo Language Emphasis	
NAV 289 Navajo Linguistics	3
NAV 401 Nav Grammar & Applied Linguistics	3
Navajo Medical Interpretation Emphasis	
NAV 231 Navajo Medical Interpretation	3
NAV 240 Navajo Public Speaking	3
Program Credits:	21

Degree Earned	Credits
General Education	37-40
Program Requirements	21
Electives	6
Total Credits Earned:	64-67

Early Childhood Education (AA)

The Early Childhood Education program introduces students to working with young children (birth to age 8) and prepares them for successful participation in BA-level programs at other colleges and for employment in a related field. General Education program requirements can be found on page 35. **IMPORTANT:** To full the General Education Communications Core, students are provided the following options:

- ENG 101, or NAV 212
- ENG 102, or NAV 291

Program Requirements	Credits
ECE 108 Field Experience I	2
ECE 111 Intro to Early Childhood Education	3
ECE 116 Lang. and Cognitive Development	3
ECE 220 Creative Arts for Young Children	3
ECE 225 Child Growth and Development	3
ECE 235 K'é Social Dev. and Community	3
ECE 245 Wellness and Special Needs	4
ECE 110 Field Experience II	2
Program Credits:	23

Degree Earned	Credits
General Education	37-40
Program Requirements	23
Total Credits Earned:	60-63

Degree Programs

Education (AA)

The Education program introduces students to teaching, encourages them to reflect upon and pursue teaching as a career, and prepares them for successful participation in BA-level programs at Diné College and other colleges. Students develop a portfolio of learning projects completed during each course in the program.

Program Requirements	Credits
EDU 200 Foundations of Education	3
EDU 238 Children and Youth Literature	4
EDU 240 Intro to Special Education	3
EDU 261 Technology in Education	3
EDU 297 Practicum in Education	1
Any science with lab (earth science recommended)	4
MTH 280 Math for Elem School Teachers I	3
MTH 281 Math for Elem School Teachers II	3
Program Credits:	24

Degree Earned	Credits
General Education	37-40
Program Requirements	24
Total Credits Earned:	61-64

Fine Arts (AA)

The Fine Arts program offers a visual arts curriculum for students who want 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 Art History and Art Education. Interested students should consult the catalog of four-year institutions that offer Bachelor of Fine Arts programs and speak with Fine Arts advisors. Ceramics, Painting, Photography, and Sculpture are available only at Tsaile.

Program Requirements	Credits
Fine Arts: FA 112 Basic Design; FA 115 Beginning Drawing	6
Choice of two courses of Art History: ARH 211 Survey of Native American Art ARH 213 Survey of World Art, Prehistoric to 1500 ARH 214 Survey of World Art, 1500 to Present	6
Choice of three courses of ARH or FA:	9
Three hours of Electives	3
Program Credits:	24

Degree Earned	Credits
General Education	37-40
Program Requirements	24
Total Credits Earned:	61-64

Degree Programs

Associate of Arts Degree Programs - cont'd

Liberal Arts (AA)

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

Program Requirements	Credits
Literature Choice of two ENG 231, 233, 234	6
Communication: (this is required) COM 121	3
Humanities Choice of one from Any 200 level of ARH ; ENG; FA; HUM and one from ARH 211, 213, 214; HUM 221, 250	6
Creative Arts Choice of one from ENG 212, 213; FA 215, 221, 231, 245, 290; NIS 205, 208	3
Social Science Choice of two from ANT 210, 225, 265; HST 234, 245; PSY 215, 240, 250; SOC 215, 230, 275	6
Diné Studies Choice of one from NIS 220, 226, 371	3
Physical Education*	1
Program Credits:	28

Degree Earned	Credits
General Education	37-40
Program Requirements	28
Total Credits Earned:	65-68

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

Social and Behavioral Sciences (AA)

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

Program Requirements	Credits
COM 121 Speech Communication	3
Choice of five (5) from any ANT, HST, POS, PSY, SOC or SWO. Courses must be distributed among three different disciplines and including nine hours of 200 level work	15
Electives	9
Total Hours:	27

Degree Earned	Credits
General Education	37-40
Program Requirements	27
Total Credits Earned:	64-67

Social Work (AA)

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

Program Requirements	Credits
SWO 111 Social Work as a Vocation	1
SWO 211 Intro to Social Work	3
SWO 242 Community Social Serv Skills	3
SWO 243 Community Social Service and Culture	3
SWO 250 Client Processing	3
SWO 295 Field Experience I	3
SWO 296 Field Experience II	3
COM 121 Speech Communication	3
Electives (Any course with 3 credit hours)	5
Program Credits:	27

Degree Earned	Credits
General Education	37-40
Program Requirements	27
Total Credits Earned:	64-67

Degree Programs

ASSOCIATE OF SCIENCE DEGREE PROGRAMS

Students completing these Associate of Science (AS) degree programs will be prepared to enter the job market in positions that require a two-year degree or to transfer to a four-year college or university. *All AS degrees require ANY BIO class to fulfill the Science Core.*

Public Health (AS)

This program is designed for health professionals who want to pursue a career in community and population health. It promotes Navajo concepts of health and wellness. This degree can be used to transfer to a college that offers four-year programs in public health, health education, health promotion, or community health. The program offers two options: Health Education (Sociocultural) and Environmental Public Health.

Program Requirements	Credits
BIO 205 Microbiology	4
PUH 111 Intro to Public Health	3
PUH 270 Comm. Health Assessment and Planning	3
PUH 295 Public Health Sciences	3
Program Credits:	13

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

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

Degree Earned	Credits
General Education	37-40
Program Requirements	13
Choose Option A or B	6-7
Specialization	9-10
Program Credits:	65-70

Agroecology/Environmental Science (AS)

Agroecology is a track under the Environmental Science. It is the science of applying ecological concepts and principles to the design and management of sustainable agro ecosystems. This discipline brings together the elements of agricultural sciences, ecology, and environmental thought and is influenced by the experiences of people who manage land and water to produce food and other products. This unique program will incorporate traditional knowledge into all aspects of the curriculum. Students should consider this option to prepare for a wide range of careers with varying specializations, including animal studies, pre-veterinary medicine, horticulture, soils and environment, resource economics, and sustainable agriculture. **IMPORTANT:** To full the General Education Science Core, students are required to take BIO 181 and ENV 225. All AS degrees require ANY BIO class to fulfill the Science Core.

Program Requirements	Credits
BIO 182 General Biology II MTH 213 Statistics	8
Choice one pair from: (Pre-professional students are advised to take) CHM 151 General Chemistry I CHM 152 General Chemistry II or GLG 101 Indigenous Physical Geology GLG 102 Historical Geology or PHY 110 Algebra-based Physics I PHY 111 Algebra-based Physics II	10-8
The following three (3) courses are required. ENV 110 Introduction to Soils/Lab ENV 123 Introduction to Physical Hydrology ENV 216 Irrigation and Drainage	10
Program Credits:	28-26

Degree Earned	Credits
General Education	37-40
Program Requirements	28-26
Total Credits Earned:	65-66

Degree Programs

Associate of Science Degree Programs - cont'd

Biology (AS)

Students selecting Biology will complete a broad program in biological and related physical sciences. They will be prepared to pursue employment or further studies in fields such as zoology, botany, micro-biology, ecology, wildlife biology, molecular biology, biotechnology, as well as many other fields of biology according to their interests. All AS degrees require ANY BIO class to fulfill the Science Core.

Program Requirements	Credits
BIO 181 General Biology I BIO 182 General Biology II	8
Choice one pair from (Pre-professional students are advised to take) CHM 151 General Chemistry I CHM 152 General Chemistry II or CHM 130 Fundamental Chemistry CHM 230 Fundamental Organic Chemistry	8-10
Choice of one from: MTH 190 Pre-Calculus or MTH 213/PSY 213 Statistics	4
Biology Electives BIO 184 Plant Biology or higher above	8
Program Credits:	28-30

Degree Earned	Credits
General Education	37-40
Program Requirements	28-30
Total Credits Earned:	65-70

Environmental Science (AS)

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

Program Requirements	Credits
BIO 181 General Biology I BIO 182 General Biology II ENV 101 Intro to Environmental Science ENV 230 Environmental Sampling & Monitoring	16
Choice of one pair from: (Pre-professional students are advised to take) CHM 151 General Chemistry I CHM 152 General Chemistry II or GLG 101 Indigenous Physical Geology GLG 102 Historical Geology or PHY 110 Algebra-based Physics I PHY 111 Algebra-based Physics II	8-10
Choice of one from: MTH 190 Pre-Calculus or MTH 213 Statistics (AGEC-S block for Math and Science majors requires MTH 191).	4
Program Credits:	28-31

Degree Earned	Credits
General Education	37-40
Program Requirements	28-30
Total Credits Earned:	65-70

Degree Programs

General Science (AS)

General Science provides maximum flexibility and is appropriate for students in pre-medicine, pharmacy, dental, medical technology, and other professional fields. It is also the program of choice for geology and chemistry students. All AS degrees require ANY BIO class to fulfill the Science Core.

Program Requirements	Credits
Choose two pairs from: (cannot take both Chemistry pairs). CHM 151 General Chemistry I* CHM 152 General Chemistry II*	10
CHM 130 Fundamental Chemistry CHM 230 Fundamental Organic Chemistry or BIO 181 General Biology I BIO 182 General 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 or GLG 101 Indigenous Physical Geology GLG 102 Historical Geology <i>*Pre-professional students must complete the CHM 151 and 152 sequences and may not choose CHM 130 and 230 for their section option.</i>	8
Choice of One MTH 190 Pre-Calculus* or MTH 213 Statistics <i>*The AGECS block for Math and Science majors requires MTH 191.</i>	4
<i>*Science/Math Electives: 8 additional credits selected from: MTH 190 or above; CHM 130 or above; PHY 110 or above; BIO 180 or above; GLG 101 or above; any ENV or CSC 150</i>	8
Program Credits:	30-31

Degree Earned	Credits
General Education	37-40
Program Requirements	30-31
Total Credits Earned:	67-71

Health Occupation (AS)

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

Program Requirements	Credits
BIO 201 Human Anatomy & Physiology I BIO 202 Human anatomy & Physiology II BIO 205 Microbiology	12
Choice of one from: ANT 111 Intro Cultural Anthropology or NAV 231 Medical Terminology of Navajo or SOC 111 Intro Sociology	3
Choice of three or four courses from the following: BIO 170 Medical Terminology BIO 182 General Biology II BIO 184 Plant Biology BIO 218 Human Pathophysiology BIO 242 General Genetics MTH 213 Statistics* CHM 152 General Chemistry II CHM 230 Fundamental Organic Chemistry PHY 101 Survey of Physics PHY 110 Algebra-based Physics I PSY 240 Human Growth & Development* PUH 141 Nutrition for Health* PUH 241 Human Nutrition* <i>Note: BIO 181 and courses with * are recommended for transfer to most nursing programs</i>	12-15
Program Credits:	27-30

Degree Earned	Credits
General Education	37-40
Program Requirements	27-30
Total Credits Earned:	64-70

Degree Programs

Associate of Science Degree Programs - cont'd

Mathematics (AS)

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

Program Requirements	Credits
MTH 190 Pre-Calculus	4
MTH 191 Calculus I	4
MTH 192 Calculus II	4
MTH 220 Calculus III	4
Choice of two MTH 213 Statistics MTH 221 Ordinary Differential Equations MTH 225 Elementary Linear Algebra	6-7
Unrestricted Elective	5
Program Credits:	27-28

Degree Earned	Credits
General Education	37-40
Program Requirements	27-28
Total Credits Earned:	64-68

Physics (AS)

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

Program Requirements	Credits
CHM 152 General Chemistry II	5
PHY 121 Calculus Based Physics I	4
PHY 131 Calculus based Physics II	4
MTH 190 Pre-Calculus	4
MTH 191 Calculus I	4
MTH 192 Calculus II	4
CSC 150 Programming Fundamentals	3
Program Credits:	28

Degree Earned	Credits
General Education	37-40
Program Requirements	28
Total Credits Earned:	65-68

Degree Programs

BACHELOR OF ARTS DEGREE PROGRAMS

Bachelor of Arts in Business Administration

The Bachelors of Arts in Business is designed to prepare students to take responsible positions in the management of economic growth in more than 500 federally recognized Native American Tribes. The focus of the degree program is *Tribal Management and Economic Development*. The 4 year program includes instruction in business management, accounting and financial management, human resources management, economics and business law (Federal, State and Tribal) designed to train students to promote the economic well-being of their respective tribal communities.

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

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

- An AA degree in Business Administration for junior level;
- Any other Associate degree will require students to take additional courses that meets Diné College's AA in Business Administration requirements and placed in the sophomore level, or
- High school diploma with a CGPA of 2.5 or higher, and GED with equivalent grade, and eligible to be placed in ENG 101 and MTH 110 will be admitted as a freshman.

Lower Level Requirements	Credits
ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3
BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business	3
BUS 270 Quantitative Business Methods (AZ)	3
CIS 111 Introduction to Computers	3
COM 121 Speech Communications (NM)	3
ECO 200 Principles of Macroeconomics	3
ECO 201 Principles of Microeconomics	3
MKT 240 Marketing	3
Program Credits	27
Degree Earned Credits	
General Education	37-40
Program Requirements	27
Total:	64-67

Professional Preparation Coursework

SEMESTER I	
ACC 310 Gov't & Non-Profit Accounting	3
BUS 350 Business Professional Ethics	3
MGT 330 Tourism & Hospitality Management	3
MGT 340 Organizational Behavior	3
MGT 360 Principles of Management	3
Program Credits:	15
SEMESTER II	
ACC 350 Finance	3
BUS 340 Technical & Grants Writing	3
BUS 360 Business of Gaming Industry	3
MGT 320 Tribal Gov't /Management	3
MGT 350 Human Resources Management	3
Program Credits:	15
SEMESTER III	
BUS 460 Tribal & Federal Laws	3
MGT 420 Tribal Enterprises & Entrepreneur	3
MGT 440 Project Management	3
MKT 420 Public Relations	3
MKT430 TQM/Customer Service	3
Program Credits:	15
SEMESTER IV	
BUS 480 Internship	3
CIS 420 Management Information System	3
ECO 460 Tribal Econ Issues & Dev Strategies	3
MGT 450 Strategic Management	3
MGT 460 Tribal Leadership Challenges	3
Program Credits:	15

cont'd

Degree Programs

B.A. in Business Administration - cont'd

SEMESTER V	
ACC 310 Gov't & Non-Profit Accounting	3
BUS 350 Business Professional Ethics	3
MGT 330 Tourism & Hospitality Management	3
MGT 340 Organizational Behavior	3
MGT 360 Principles of Management	3
Program Credits:	15
SEMESTER VI	
ACC 350 Finance	3
BUS 340 Technical & Grants Writing	3
BUS 360 Business of Gaming Industry	3
MGT 320 Tribal Government Management	3
MGT 350 Human Resources Management	3
Program Credits:	15
SEMESTER VII	
BUS 460 Tribal & Federal Law	3
MGT 420 Tribal Enterprises & Entrepreneurship	3
MGT 440 Project Management	3
MKT 420 Public Relations	3
MKT 430 TQM/Customer Service	3
Program Credits:	15
SEMESTER VIII	
BUS480 Internship	3
CIS 420 Management Information Systems	3
ECO 460 Tribal Eco Issues & Dev Strategies	3
MGT 450 Strategic Management	3
MGT 460 Tribal Leadership Challenges	3
Program Credits:	15

Degree Earned	Credits
General Education / Lower Level Requirements	64-70
Program Requirements	60
Total Credits Earned:	124-130

Bachelor of Arts in Elementary Education

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

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

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

Admission criteria are as follows:

- Completion of an AA in Elementary Education (based on the College's 2009-2010 or more recent catalog) or Education (based on the 2012-13 catalog) with a cumulative grade point average of 3.0 or better;
- Passing score on the NES Elementary subject knowledge subtests I and II (this requirement is being phased in; recent applicants were required to at least take the test);
- Current Navajo Nation tribal background check;
- Current Fingerprint Clearance Card from the state of Arizona;
- Application with essay (completed at the Center for Diné Teacher Education) and unofficial transcripts;
- Personal interview with an admissions committee.

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

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

Degree Programs

Professional Preparation Coursework

SEMESTER I	
EDU 345 Human Development	3
EDU 352 Methods of Teaching Diné Educational Philosophy in K-8 Schools	3
EDU 353 Diversity in Navajo and American Indian Education	3
EDU 354 Emergent Literacy, Language Learning, and Assessment in Bilingual/ESL Settings	3
EDU 358 Field Experience I	2
Program Credits:	14
SEMESTER II	
EDU 360 Special Education in Indigenous Classrooms	3
EDU 361 Methods for Language Diverse Students I	3
EDU 362 Integrated Elementary Teaching Methods for Bilingual/ESL Classrooms I	3
EDU 374 Bilingual/ESL Reading Methods, Management, and Assessment	3
EDU 378 Field Experience II	2
Program Credits:	14
SEMESTER III	
EDU 474 Bilingual/ESL Writing Methods, Management, and Assessment	3
EDU 475 Methods for Language Diverse Students II	3
EDU 476 SEI/ESL for Linguistically Diverse Students II	3
EDU 477 Integrated Elementary Teaching Methods for Bilingual/ESL Classroom II	3
EDU 478 Field Experience III	2
Program Credits:	14
SEMESTER IV	
EDU 496 School Law	2
EDU 498 Student Teaching	8
EDU 499 Diné Education Seminar	2
Program Credits:	12

Content Emphasis	
NAV 102 or 212 NAV 201 or 301 NAV 202 or 289	9-12

Degree Earned	Credits
Content Emphasis	9-12
Program Requirements	54
Total Credits Earned:	63-66

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

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

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

Degree Programs

Course Title and Prefix Code

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

Course Descriptions

ACCOUNTING (ACC)

ACC 100 Fundamentals of Accounting (3)

Prerequisite: MTH 096.

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

ACC 200 Financial Accounting (3)

This course covers the theory and practice of accounting in sole proprietorships, partnerships, and corporations. It emphasizes the accounting cycle, periodic reporting, receivables, payables, inventories, and accounting systems. One (1) hour laboratory required.

ACC 201 Managerial Accounting (3)

Prerequisite: ACC 200.

This course is a continuation of ACC 200 with emphasis on corporations, taxes, investments, and managerial approaches for decision-making.

ACC 310 Government and Non-Profit Accounting (3)

Prerequisite: ACC 201.

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

ACC 350 Finance (3)

Prerequisite: ACC 201 and BUS 270.

Introduction to the theories and applications associated with the functions of capital markets. This includes the conceptual foundations of portfolio theory, risk management, and asset valuation. This course will examine the markets for equity, money, bonds, mortgages, futures, options and swaps.

AGRICULTURE (AGR)

AGR 103 Conservation Planning (4)

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

AGR 110 Monitoring/Assessments and Rangeland Management (4)

This course will introduce students to the various grazing management concept, identify local vegetation communities, plant identification of local plants, as related to current Navajo producers grazing management systems. Field trips and field

works will serve as a lab for hands-on and field experience to learn range and vegetation monitoring concepts.

ANTHROPOLOGY (ANT)

ANT 111 Introduction to Cultural Anthropology (3)

Prerequisite: ENG 101 or concurrent enrollment

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

ANT 112 Physical Anthropology (3)

Prerequisite: ENG 101 or concurrent enrollment

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

ANT 201 Ethnographic Methods (3)

Prerequisite: ENG 101 or concurrent enrollment

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

ANT 210 Ancient Societies in Prehistoric Times (3)

Prerequisite: ENG 101 or concurrent enrollment

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

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

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

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

ANT 250 Principles of Archaeology (3)

Prerequisite: ENG 101 or concurrent enrollment

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

Course Descriptions

ANT 265 Archaeology of the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment

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

ASTRONOMY (AST)

AST 100 Fundamentals of Astronomy (4)

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

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

ART EDUCATION (ARE)

ARE 228 Elementary Art Methods and Curriculum Development (3)

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

ARE 229 Secondary Art Methods and Curriculum Development (3)

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

ART HISTORY (ARH)

ARH 110 Art Appreciation (3)

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

ARH 211 Survey of Native American Art (3)

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

This course provides an overview and develops an appreciation of Native American Art through both historical and contempo-

rary perspectives. This course emphasizes the general education special requirements of ethnic/race/gender awareness (ERG).

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

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

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

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

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

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

BIOLOGY (BIO)

BIO 100 Biology Concepts (4)

Prerequisite: ENG 100B

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

BIO 156 Introduction Biology for Allied Health (4)

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

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

BIO 160 Introduction to Human Anatomy and Physiology (4)

The principles of the scientific method are emphasized in this course. Students examine the structure and function of the major systems of the human body. Basic principles and concepts of organization, homeostasis, and control mechanisms are studied. This course does not meet nursing program prerequisites.

Course Descriptions

BIO 165 Cancer Prevention and Control (3)

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

BIO 170 Medical Terminology (3)

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

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

BIO 181 General Biology I (4)

Prerequisite: FST 131, MTH 100, plus ENG 101 or instructor's permission.

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

BIO 182 General Biology II (4)

Prerequisite: BIO 181 or instructor's permission.

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

BIO 184 Plant Biology (4)

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

BIO 201 Human Anatomy and Physiology I (4)

Prerequisite: BIO 181.

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

BIO 202 Human Anatomy and Physiology II (4)

Prerequisite: BIO 181; BIO 201.

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

BIO 205 Microbiology (4)

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

One semester of college-level chemistry is recommended. Students study micro-organisms and their relationship to health, ecology, and related fields. The field of microbiology is extensive, and in this class emphasis will be on basic principles and their application in medical microbiology. The class will meet for three hours lecture and four hours laboratory per week.

BIO 218 Human Pathophysiology (3)

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

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

BIO 223 Vertebrate Zoology (4)

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

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

BIO 226 Ecology (4)

Prerequisite: ENV 101 or BIO 181 or BIO 182.

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

Course Descriptions

BIO 242 General Genetics (4)

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

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

BIO 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 along with some hands-on research experiences.

BUSINESS AND OFFICE ADMINISTRATION (BUS)

BUS 111 Keyboarding (3)

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

BUS 121 Records Management (3)

Prerequisite: FST 131.

This course provides an introduction to the application of basic methods with emphasis on management, planning, and control of records.

BUS 124 Office Procedures (3)

Prerequisite: BUS 111; FST 130.

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

BUS 141 Introduction to Business (3)

Prerequisite: FST 131.

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

BUS 142 Business Math (3)

Prerequisite: MTH 096; FST 131.

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

BUS 143 Business English (3)

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

BUS 180 Computers in Business (3)

Prerequisite: Basic keyboarding skills.

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

BUS 204 Business Law (3)

Prerequisite: FST 131.

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

BUS 211 Business Internship (3)

Prerequisite: Must have successfully completed 45+ credit hours.

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

BUS 214 Word Processing I (3)

Prerequisite: BUS 111, FST 130.

This course is a basic introduction to word processing. It includes application of the basic functions of the word processor.

BUS 216 Word Processing II (3)

Prerequisite: BUS 214.

A continuation of Word Processing I. Applies basic and advanced functions of word processing.

BUS 240 Personal Finance (3)

Prerequisite: FST 131; MTH 096; ACC 100.

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

Course Descriptions

BUS 243 Business Communications (3)

Prerequisite: FST 131, and ENG 100B.

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

BUS 246 Principles of Management (3)

Prerequisite: FST 131; ENG 101.

This course introduces vital aspects of supervisory management. It gives an overview of skills, functions, communications, employee problems, productivity management, and legal concerns related to supervisory tasks.

BUS 265 Statistical Analysis for Business (3)

Prerequisites: Minimum grade of C in MTH 110.

Methods of statistical description. Applies probability theory and statistical inference in business.

BUS 270 Quantitative Methods in Business (3)

Prerequisites: Minimum grade of C in MTH 110.

Business applications of quantitative optimization methods in operations management decisions.

BUS 340 Technical and Grant Writing (3)

Prerequisite: Acceptance into the BA Business Administration Program.

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

BUS 350 Business Professional Ethic (3)

Prerequisite: Junior standing and permission of department chair (by application).

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

BUS 360 Business of Gaming Industry (3)

Prerequisite: Acceptance into the BA Business Administration Program.

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

BUS 460 Tribal and Federal Laws (3)

Prerequisite: Acceptance into the BA Business Administrative Program.

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

BUS 480 Internship (3)

Prerequisite: Senior standing and permission of department chair (by application).

Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and executive. Students meet with faculty member and other interns to discuss findings and common problems.

CHEMISTRY (CHM)

CHM 130 Fundamental Chemistry (4)

Prerequisite: ENG 100B, FST 131, and MTH 096.

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

Course Descriptions

CHM 151 General Chemistry I (5)

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

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

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

CHM 152 General Chemistry II (5)

Prerequisite: CHM 151 or equivalent.

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

CHM 230 Fundamental Organic Chemistry (4)

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

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

CHM 235 General Organic Chemistry I (4)

Prerequisite: CHM 152 or instructor's permission.

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

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

CHM 236 General Organic Chemistry II (4)

Prerequisite: CHM 235

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

COMMUNICATION (COM)

COM 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.

COMPUTER INFORMATION SYSTEM (CIS)

CIS 101 Spreadsheet (3)

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

CIS 111 Introduction to Computers (3)

Prerequisite: ENG 100B, FST 131, MTH 096

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

CIS 155 Introduction to Programming (3)

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

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

CIS 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.

Course Descriptions

CIS 420 Management Information System (3)

Prerequisite: Senior standing and permission of department chair (by application).

This is an introduction to management information systems. Topics include executive information systems, management information systems, decision support systems, expert systems, and emerging advanced systems.

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)

Co-requisite: 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 pseudo code; high-level languages (interpreted and compiled); and the basics of software development. Three hours lecture and two hours laboratory per week.

CSC 170 Web Fundamentals (3)

Co-requisite: 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 OS Fundamentals (3)

Co-requisite: CSC 150 or CSC 170.

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

CSC 200 Object-Oriented Programming (3)

Prerequisite: CSC 150.

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

CSC 240 Network Fundamentals (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 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: Birth-Preschool (2-4)

Prerequisite: ECE 111 and another ECE program core course.

This course is designed to assist candidates in applying content from ECE coursework to the daily experiences of teaching in a birth-preschool setting. Candidates are expected to apply theory, materials, and research discussed in the coursework, assess applicability, and critique best practices in teaching and learning for young children. The course can be applied toward CDA Subject Areas 5, 6, and 7 (managing an effective program, maintaining a commitment to professionalism, and observing and recording children's behavior), and provides CDA assessment preparation. It also counts toward an Arizona ECE endorsement.

Course Descriptions

ECE 110 Field Experience: K-3rd grade (2-4)

Prerequisite: ECE 111 and another ECE program core course.

This course is designed to assist candidates in applying content from ECE coursework to the daily experience of teaching in a K-3 setting. Candidates are expected to apply theory, materials, and research discussed in the coursework, assess applicability, and critique best practices in teaching and learning children in grades K-3. The course can be applied toward CDA Subject Areas 5, 6, and 7 (managing an effective program, maintaining a commitment to professionalism, and observing and recording children's behavior), and provides CDA assessment preparation. It also counts toward an Arizona ECE endorsement.

ECE 111 Introduction to Early Childhood Education (3)

Prerequisite: ENG 101 or NAV 212.

This survey course covers major concepts across basic areas of study in early childhood education. It focuses on curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children from birth through eight years old. The course integrates curriculum across content areas, using home language, experiences, and cultural values. It is taught in Navajo. It can be applied toward all eight CDA Subject Areas. It also counts toward an Arizona ECE endorsement.

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

Prerequisite: ECE 111.

This course covers the development of language, literacy, and mental growth in children from birth through eight years old. It focuses on the use of instructional methodologies in language, math, science, and social studies during adult-child interactions, and facilitates dialogue among children so as to develop expressive language and thought. The course develops candidates' knowledge about literacy development, language assessment, and instruments for determining each child's language strengths. It is taught in Navajo. It can be applied toward CDA Subject Area 2 (advancing children's physical and intellectual development). It also counts toward an Arizona ECE endorsement.

ECE 220 Creative Arts for Young Children (3)

Prerequisite: ECE 111.

This course focuses on the central role that the creative arts play as an overall design element for early childhood care programs. Candidates learn to use drawing, painting, sculpture, manipulative, drama, music, dance, and other modalities in planning learning activities for children. Through the arts, instructional strategies are explored that foster responsibility, autonomy, self-reliance, and positive social interactions. The course is taught in Navajo. It can be applied toward CDA Subject Area 2 (advancing children's physical and intellectual development). It also counts toward an Arizona ECE endorsement.

ECE 225 Child Growth and Development (3)

Prerequisite: ECE 111.

This course covers theories and research about the physical and psychological development of young children. It also covers strategies for parents and teachers to encourage healthy development. The course is taught in English. It can be applied toward CDA Subject Area eight (understanding principles of child development and learning). It also counts toward an Arizona ECE endorsement.

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

Prerequisite: ECE 111 or instructor's permission.

This course examines the structure of healthy Navajo communities by focusing on clan and extended family systems. Structures are expanded and related to other institutional support systems that provide for the welfare of children and their families. Classroom management strategies are explored, as well as assessing, monitoring and reporting children's progress. The course is taught in Navajo. It can be applied toward CDA Subject Areas 3, 4, and 7 (supporting children's social and emotional development, building productive relationships with families, and observing and recording children's behavior). It also counts toward an Arizona ECE endorsement.

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

Prerequisite: ECE 111.

This course focuses on the health, nutrition, and safety of young children. Candidates learn about basic safety and illness prevention. The course also covers inclusion of children with special needs. It requires application of the material in field experiences at a childcare center. It is taught in English and Navajo. It can be applied toward CDA Subject Areas 1 and 3 (planning a safe and healthy learning environment, and supporting children's social and emotional development). It also counts toward an Arizona ECE endorsement.

ECONOMICS (ECO)

ECO 111 Introduction to Economics (3)

Prerequisite: ENG 101.

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

Course Descriptions

ECO 200 Principles of Macroeconomics (3)

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

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

ECO 201 Principles of Microeconomics (3)

Prerequisite: MTH 100, ENG 101 or concurrent enrollment.

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

ECO 460 Tribal Economic Issues and Development Strategies (3)

Prerequisite: Senior standing in the BA program.

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

EDUCATION (EDU)

EDU 200 Foundations of Education (3)

Prerequisite: ENG 101; NAV 101 or 211.

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

EDU 238 Children and Youth Literature (4)

Prerequisite: ENG 101; NAV 101 or 211.

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

EDU 240 Introduction to Special Education (3)

Prerequisite: ENG 101; NAV 101 or 211.

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

EDU 261 Technology in Education (3)

Prerequisite: ENG 101; NAV 101 or 211.

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

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 improve their understanding of the roles and responsibilities of an elementary education teacher. Students assess the quality and usefulness 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 teaching and learning theories and policies for Indigenous students, with special attention to Navajo Nation schools. It provides opportunities for students to improve their understanding of bilingual-bicultural issues through analysis of programs as well as through experiences in schools and communities.

EDU 297 Practicum in Education (1)

Prerequisite: ENG 101; NAV 101 or 211; any two EDU courses; Navajo Nation Tribal Background Check; and State of Arizona Fingerprint Clearance Card.

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

Course Descriptions

EDU 345 Understanding Human Development in Schools (3)

Prerequisite: Acceptance in the BA Elementary Education Program.

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

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

Prerequisite: Acceptance into the BA Elementary Education Program.

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

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

Prerequisite: Acceptance in the BA Elementary Education program.

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

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

Prerequisite: Acceptance in the 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. The focus is on how the emergent literacy and language acquisition of non-English-language-background students can be observed and supported by elementary teachers in Navajo Nation schools. Topics covered include language and literacy learning, developing and organizing instruction, self-understanding and self-expression, feedback, and assessment of learning.

EDU 358 Field Experience I (2)

Prerequisite: Acceptance into the BA Elementary Education program.

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

EDU 360 Special Education in Indigenous Classrooms (3)

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

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

EDU 361 Methods for Language Diverse Students I (3)

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

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.

Course Descriptions

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

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

This course introduces integrated methods, strategies, and materials for teaching science, math, and social studies in K-8 classrooms. Candidate teachers will apply appropriate state, tribal, and common core standards to design inquiry-based lessons with cooperative learning strategies. They will apply science, math, and social studies concepts to explore issues in local communities.

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

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

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

EDU 378 Field Experience II (2)

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

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

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

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

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

EDU 475 Methods for Language Diverse Students II (3)

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

This course prepares pre-service teachers to 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 of 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 476 SEI/ESL for Linguistically Diverse Learners in Bilingual Settings (3)

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

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

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

This course introduces integrated methods, strategies, and materials for teaching science, math, and social studies in K-8 classrooms. Candidate teachers will apply appropriate state, tribal, and common core standards to design inquiry-based lessons with cooperative learning strategies. They will apply science, math, and social studies concepts to explore issues in local communities.

Course Descriptions

EDU 478 Field Experience III (2)

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

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

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

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

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

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

EDU 496 School Law (2)

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

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 gain a greater understanding of how to protect the legal rights of students, teachers, and the schools on the Navajo Nation by examining the legal system. There will be discussions of practical guidelines to prevent litigation.

EDU 498 Student Teaching (8)

Prerequisite: Acceptance into the BA Elementary Education Program and successful completion of all BAEE courses except EDU 496 and EDU 499.

This course covers the final semester of the senior year. Pre-service teachers are placed in a K-8 school. They will be expected to show understanding and application of pupil management, planning and delivery of instruction, and assessment.

EDU 499 Diné Education Seminar (2)

Prerequisite: Acceptance into the BA Elementary Education program and successful completion of all BAEE courses except EDU 496 and 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 105 Electricity I (2)

Prerequisite: ENG 100B or taken concurrently.

This course introduces students to the concepts associated with electricity, such as electricity standards, dimensions, and circuits.

EGR 110 Electricity II (2)

Prerequisite: EGR 105.

This course is a continuation of Electricity I. Students in this course will learn about direct current (DC), alternating current (AC) theory, and circuits (series, parallel, and combination).

EGR 111 Introduction to Engineering (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.

ENGLISH (ENG)

ENG 100A Communication Workshop I (3)

Prerequisite: FST 133 or placement test.

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

Course Descriptions

ENG 100B Communication Workshop II (3)

Prerequisite: ENG 100A or placement test.

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

ENG 101 Freshman English I (3)

Prerequisite: FST 131 and ENG 100B or placement scores of NRR and test into ENG 101.

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

ENG 102 Freshman English II (3)

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

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

ENG 131 Reading and Writing for Special Purposes (3)

Prerequisite: FST 131 and ENG 100B.

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

ENG 180 Technical Writing (3)

Prerequisite: ENG 101.

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

ENG 212 Creative Writing: Poetry (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ENG 213 Creative Writing: Short Fiction (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

ENG 231 Introduction to Literature (3)

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

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

ENG 233 Introduction to Native American Literature (3)

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

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

ENG 234 Literature of the Southwest (3)

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

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

ENG 241 Journalism and Mass Media (3)

Prerequisite: ENG 101

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

ENG 297 Journalism Practicum (3) *Prerequisite: ENG 101, either concurrent enrollment in ENG 241 or completion ENG 241 with grade of C or better.*

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

ENVIRONMENTAL SCIENCE AND TECHNOLOGY (ENV)

ENV 101 Introduction to Environmental Science (4)

Prerequisite: FST 131, ENG 100B, MTH 096.

This course presents basic information 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 on the local environment and public health issues incorporates Navajo views of the environment, science, and health. Students research contemporary issues of health, diet, consumer products, and resource management. This course meets for three hours lecture and three hours laboratory per week.

Course Descriptions

ENV 103 Introduction Cartography/GPS/GIS (1)

Prerequisite: ENG 100B.

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

ENV 105 Climate Change for Tribal Peoples (4)

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

ENV 110 Introduction to Soils/Lab (4)

Prerequisite: ENV 101.

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

ENV 123 Introduction to Physical Hydrology (3)

Prerequisite: ENG 100B.

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

ENV 160 Introduction to Geographic Information System (3)

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

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

ENV 216 Irrigation and Drainage (3)

Prerequisite: ENV 123.

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

ENV 218 Water Resources Technology (4)

Prerequisite: GLG 101 and MTH 110 or above.

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

ENV 225 Principles of Agroecology (4)

Prerequisite: ENV 101 or BIO 182.

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

ENV 230 Environmental Sampling and Monitoring (4)

Prerequisite: BIO 181 or BIO 182.

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

EDUCATIONAL PROFESSIONAL DEVELOPMENT (EPD)

EPD 250 Teaching numbers and operations in grades K-8 (6)

Prerequisite: Must hold a current elementary teaching certificate.

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

Course Descriptions

EPD 251 Teaching geometry and measurement in grades K-8 (3)

Prerequisite: EPD 250. Must also hold a current elementary teaching certificate.

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

EPD 252 Teaching patterns, algebra, and functions in grades K-8 (6)

Prerequisite: EPD 250 and 251. Must also hold a current elementary teaching certificate.

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

EPD 253 Teaching data analysis, probability, and discrete mathematics in grades K-8 (3)

Prerequisite: EPD 250, 251 and 252. Must also hold a current elementary teaching certificate.

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

EPD 254 Teaching mathematics classroom assessment in grades K-8 (3)

Prerequisite: EPD 250, 251, 252 and 253. Must also hold a current elementary teaching certificate.

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

EPD 255 Teaching pedagogy and instructional leadership in mathematics in grades K-8 (3)

Prerequisite: EPD 250, 251, 252, 253, and 254. Must also hold a current elementary teaching certificate.

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

FINE ARTS (FA)

FA 112 Basic Design (3)

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

FA 115 Beginning Drawing (3)

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

Course Descriptions

FA 121 Beginning Photography (3)

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

FA 181 Digital Photography and Image Editing (3)

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

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

FA 190 Beginning Painting (3)

Prerequisite: FA 112.

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

FA 221 Intermediate Photography (3)

Prerequisite: FA 121 or instructor's permission.

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

FA 227 Art for Teachers (3)

This course is an introduction to methods and theories of art education for early childhood and elementary school, including art appreciation and art history.

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 lab per week.

FA 290 Intermediate Painting (3)

Prerequisite: FA 190 or equivalent.

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

FOUNDATION STUDIES (FST)

FST 100 College Success Skills (3)

Prerequisite: Placement tests or instructor's permission.

This course offers students opportunities to improve their study habits and skills and to develop effective thinking and planning necessary for success in college and in life. The course includes practice in academic skills (such as note taking, test taking, time management, and use of the library) as well as skills and strategies benefiting students in their everyday lives (reading labels and contracts, writing basic business letters, being proactive with others, taking responsibility for one's actions, and researching and utilizing available resources). Students also begin exploring career options.

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 and 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).

Course Descriptions

FST 133 Applied Communication I (3)

Prerequisite: Placement test.

This course uses the writing process to develop the students' sentence-level writing skills as well as basic grammar, vocabulary building, and mechanical knowledge and skills. (IP grade applicable).

GEOLOGY (GLG)

GLG 101 Indigenous Physical Geology (4)

Prerequisite: ENG 100B, FST 131, and MTH 096.

High-school chemistry or physics is recommended.

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

GLG 102 Historical Geology (4)

Prerequisite: GLG 101.

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

GLG 203 Environmental Geology (4)

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

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

GLG 229 Field and Laboratory Geology for Teachers (3)

Prerequisite: One college-level science course.

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

HEALTH EDUCATION (HEE)

HEE 110 Introduction to Wellness (3)

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

HEE 111 Personal and Community Health (3)

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

HEE 112 First Aid/CPR (3)

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

HISTORY (HST)

HST 101 World Civilization I (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HST 102 World Civilization II (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HST 135 American History: Prehistory to 1865 (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

Course Descriptions

HST 136 American History: 1865 to Present (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HST 201 Colonial Latin America (3)

Prerequisite: ENG 101

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

HST 202 Modern Latin America (3)

Prerequisite: ENG 101.

This course is a historical survey of the history and peoples of Latin America from their independence to the present.

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

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

Prerequisite: ENG 101.

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

HST 245 History of the American West (3)

Prerequisite: ENG 101.

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

HST 256 Southwestern Borderlands (3)

Prerequisite: ENG 101.

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

HST 289 Selected Topics in History (1-3)

Prerequisite: ENG 101 or instructor's permission.

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

HUMANITIES (HUM)

HUM 105 Introduction to Logic and Critical Thinking (3)

Prerequisite: ENG 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 audiovisual material. The course emphasizes the general education special requirement of ethnic/race/gender awareness (ERG).

HUM 151 Intercultural Perspectives on the Southwest (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

HUM 152 Film Appreciation (3)

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

HUM 221 Introduction to Philosophy (3)

Prerequisite: ENG 101 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).

Course Descriptions

HUM 250 The Arts and Society (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

MANAGEMENT (MGT)

MGT 140 Human Relations (3)

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

MGT 150 Small Business Management (3)

Prerequisite: BUS 152.

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

MGT 320 Tribal Governments and Management (3)

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

MGT 330 Tourism and Hospitality Management (3)

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

MGT 340 Organizational Behavior (3)

Prerequisite: Junior standing and permission of department chair (by application).

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

MGT 350 Human Resources Management (3)

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

MGT 360 Principles of Management (3)

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

MGT 420 Tribal Enterprises and Entrepreneurship (3)

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

MGT 440 Project Management (3)

Prerequisite: Senior standing and permission of department chair (by application).

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

MGT 450 Strategic Management (3)

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

Course Descriptions

MGT 460 Tribal Leadership Challenges (3)

This course will expose students to the traditional tribal leadership practices. Students will also study the current leadership theories and practices. The emphasis will be to help students develop their own leadership styles, philosophies and skills to be the future leaders in their respective communities.

MARKETING (MKT)

MKT 140 Customer Relations and Service (3)

Students will learn the techniques and guidelines for making customer service a priority. This course introduces students to the customer service environment, essential personal skills, and communication skills and challenges in the world of business.

MKT 240 Marketing (3)

Prerequisite: FST 131; ENG 101; BUS 152; and either ECO 200 or ECO 201.

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

MKT 420 Public Relations (3)

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

MKT 430 TQM and Customer Service (3)

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

MATHEMATICS (MTE/MTH)

MTE 280 Mathematics for Elementary School Teachers I (3)

Prerequisite: Grade of "C" or better in MTH 110 or MTH 114.

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

MTE 281 Mathematics for Elementary School Teachers II (3)

Prerequisite: Grade of "C" or better in MTH 180.

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

MTH 096 Basic Mathematics (4)

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

MTH 100 Intermediate Algebra (4)

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

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

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

Prerequisite: advisor and instructor's approval.

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

MTH 110 College Algebra (4)

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

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

Course Descriptions

MTH 111 College Trigonometry (3)

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

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

MTH 114 College Mathematics/Quantitative Reasoning (4)

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

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

MTH 118 Finite Mathematics (3)

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

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

MTH 190 Pre-Calculus (4)

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

Offers in-depth preparation for students in science, math, and engineering. Serves 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. Four hours lecture per week.

MTH 191 Calculus I (4)

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. Four 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; normal, chi-square, student's t , and F distributions; and regression and correlation. Basic concepts of experimental design and statistical analysis involved in quantitative research.

MTH 220 Calculus III (4)

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

Vector analysis, differentiation and integral calculus of several variables with applications. 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 science, 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)

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

Course Descriptions

NAV 102 Navajo as a Second Language II (4)

Prerequisite: NAV 101.

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

NAV 120 Introduction to Navajo Leadership and Communication (3)

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

NAV 140 Introduction to Navajo Public Speaking (3)

A study of techniques, styles, genres of Navajo public speaking. Students will make plan, practice self-control, and know their audience.

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

Prerequisite: NAV 102.

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

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

Prerequisite: NAV 201.

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

NAV 211 Navajo Literacy I (3)

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

NAV 212 Navajo Literacy and Grammar II (3)

Prerequisite: NAV 211.

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

NAV 231 Medical Terminology of the Navajo (3)

Prerequisite: NAV 101 or 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 240 Navajo Public Speaking (3)

Prerequisite: NAV 212.

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 20-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).

Course Descriptions

NAV 478 The Athabaskan 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 Athabaskan branch of the Na-Dene language family. It traces sound changes from Proto-Athabaskan to modern Navajo. Texts from other Apachean languages and Athabaskan 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 Scholars' Navajo Government (2)

For high-school students only.

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

NIS 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 Rug 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 Silversmith 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)

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

NIS 118 Navajo Fundamental Law I (3)

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

NIS 121 Navajo Human Relations (3)

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

NIS 123 Navajo Supervising and Management (3)

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

NIS 124 Navajo Governance (3)

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

NIS 127 Navajo Current Issues and Affair (3)

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

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

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

NIS 133 Toast Mastering and Parliamentary Procedures (3)

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

NIS 135 Navajo Fundamental Law II (3)

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

Course Descriptions

NIS 150 Introduction to Navajo Herbology (3)

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

NIS 160 Navajo Agricultural History to Present (3)

The Navajo Agricultural History Course will provide student knowledge of historical events that have shaped Navajo agricultural laws, codes and mandates. Student will learn about how agricultural history shaped current policies and laws through a historical timeline from 6th century (1500-present). The class will integrate both Navajo Nation and United States Agricultural history.

NIS 205 Navajo Rug 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 Silversmith 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 European contact period and ending with current events. Includes an overview of key aboriginal land settlements, federal Indian laws, court decisions, and other Indian policies within the context of Diné tribal, intertribal, city, county, state, and federal government relations. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender and historical awareness (IW/CI/ERG, and HA).

NIS 222 Contemporary Indian Affairs and Tribal Government (3)

Prerequisite: ENG 101, and NIS 221.

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

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

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

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

NIS 226 Navajo Nation Government (3)

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

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

NIS 230 Introduction to Policy Research Methods (3)

Prerequisite: ENG 101 and either NIS 226 or NIS 221. Cross-listed with POS 230.

This course provides students with an introduction to Diné Policy. Students will learn the foundations of mainstream academic and traditional Diné research methods, gain an understanding of how to utilize both approaches, and apply these skills to existing Diné Policy Institute research.

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 ritual practices throughout North America.

Course Descriptions

NIS 293 Native American Music (3)

Focuses on music, dance repertoire, and teaching 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)

Prerequisite: NIS 111.

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

NIS 295 Diné Educational Philosophy II (3)

Prerequisite: NIS 294.

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

NIS 311 Introduction to Navajo Holistic Healing (3)

Prerequisite: ENG 101 and NIS 111.

A general discussion of major Navajo ceremonies of the summer and winter seasons according to Navajo teachings. Examines the development and organization of ceremonies with emphasis on their purpose, significance, and procedures. Includes 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 looks at Diné philosophical thought, including metaphysics, epistemology, aesthetics, ethics, religion, and traditional social structure.

PHYSICAL EDUCATION AND HEALTH (PEH)

PEH 113, 114, 119 Team Sports (1)

Restricted enrollment to student athletes.

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

PEH 120 Strength Training (1)

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

PEH 121 Advanced Strength Training (1)

Prerequisite: PER 120 or instructor's permission.

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

PEH 122 Fitness for Life (2)

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

PEH 123 Archery (1)

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

PEH 125 Basketball (1)

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

PEH 130 Physical Education Activity (1)

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

PEH 132 Jogging (1)

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

PEH 135 Recreational Games (1)

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

PEH 138 Volleyball (1)

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

PEH 141 Aerobics (1)

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

PEH 143 Country and Western Dancing (1)

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

Course Descriptions

PEH 148 Outdoor Recreation (1)

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

PHYSICAL SCIENCE (PHS)

PHS 110 Principles of Physical Science (4)

Prerequisite: MTH 096 and ENG 100B.

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

PHYSICS (PHY)

PHY 101 Survey of Physics (4)

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

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

PHY 110 Algebra-based Physics I (4)

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

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

PHY 111 Algebra-based Physics II (4)

Prerequisite: PHY 110 or equivalent course.

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

PHY 121 Calculus-based Physics I (4)

Prerequisite: MTH 191 or instructor's permission.

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

PHY 131 Calculus-based Physics II (4)

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

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

POLITICAL SCIENCE (POS)

POS 111 Introduction to Political Science (3)

Prerequisite: ENG 101.

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

POS 170 American Government and Politics (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

POS 181 Arizona Constitution and Government (1)

Prerequisite: ENG 101 or concurrent enrollment.

This course examines the Arizona Constitution in terms of its historical roots, content, modifications, and interpretations. It also examines Arizona's governmental structures, procedures, and politics at all levels, including the Navajo tribal level. POS 181 meets Arizona teacher certification requirements.

POS 226 Navajo Nation Government (3)

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

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

Course Descriptions

POS 230 Introduction to Policy Research Methods (3)

Prerequisite: ENG 101 and either NIS 226 or NIS 221. Cross-listed with NIS 230.

This course provides students with an introduction to Diné Policy Institute's unique approach to research. Students will learn the foundations of mainstream academic and traditional Diné research methods, gain an understanding of how to utilize both approaches, and apply these skills to existing Diné Policy Institute research. (See NIS/POS 230).

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

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

This course examines the philosophical antecedents, historical development, and interpretations of the U.S. Constitution. It also examines federal governmental structures, procedures, and politics. POS 271 meets Arizona teacher certification requirements.

PSYCHOLOGY (PSY)

PSY 111 Introduction to Psychology (3)

Prerequisite: ENG 101.

This course is an introduction to the scientific study of individual behavior. It provides a broad overview of major approaches, concepts, issues, methods, findings, contributors, and applications of psychological knowledge to everyday life. It covers biological influences on behavior, sensation, perception, learning, cognition, motivation, emotion, personality, human development, psychopathology, and psychotherapy. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI).

PSY 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; normal, chi-square, student's *t*, and *F* distributions; and regression and correlation. Basic concepts of experimental design and statistical analysis involved in quantitative research.

PSY 215 Personal and Social Adjustment (3)

Prerequisite: ENG 101 or concurrent enrollment

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

PSY 220 Expressive Arts Therapy (3)

Prerequisite: ENG 101 or concurrent enrollment.

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

PSY 221 Cinema Therapy (3)

Prerequisite: ENG 101 or concurrent enrollment and at least one Psychology course.

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

PSY 240 Human Growth and Development (3)

Prerequisite: ENG 101.

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

PSY 241 Abnormal Psychology (3)

Prerequisite: ENG 101.

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

PSY 250 Social Psychology (3)

Prerequisite: ENG 101.

This course is an overview of science-oriented approaches to the study of the impact of environment, particularly the social environment, on individual behavior and considers individual behavior but emphasizes the relationship between individual and group behavior. The course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

PSY 260 Drug Use and Abuse (3)

Prerequisite: ENG 101. Cross-listed with SOC 260.

This course examines current and historical patterns of alcohol and drug use, abuse, and control, including pharmacology and physiology of drugs. The use of PDR and DSM IV is presented with an emphasis on patterns of substance usage and programs for rehabilitation.

Course Descriptions

PSY 291 Introduction to Counseling (3)

Prerequisite: PSY 111 and ENG 101 or concurrent enrollment.

This course is an overview of various approaches to the techniques used in counseling. Mock counseling sessions and hands-on exercises are employed to demonstrate various counseling tools and styles.

PSY 292 Human Sexuality (3)

Prerequisite: ENG 101 or concurrent enrollment.

This survey course of the psychological aspects of human sexual behavior emphasizes cognitive, emotional, behavioral, and cultural factors that shape sexuality.

PUBLIC HEALTH (PUH)

PUH 111 Introduction to Public Health (3)

This course introduces students to all aspects of the field of public health, focusing on health promotion and disease prevention goals designed to establish and maintain healthy communities. The 3 core functions and 10 essential services of public health, as well as reading and lecture materials are organized and presented within the contexts of the Diné educational philosophy. This course is intended to help students become both knowledgeable and culturally competent public health professionals in the Navajo Nation.

PUH 141 Nutrition for Health (3)

Prerequisite: MTH 096 and concurrent ENG 100B.

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)

In this seminar, students are introduced to community health issues (especially in the Navajo Nation) and to problems faced in health care systems and health care delivery. Topics covered may include emergency services, the delivery and referral systems (both tribal and federal), and challenges, including alcohol use and abuse, illicit drug use, and mental health.

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, and determinants of health behavior of individuals and groups. In their final project students must apply course concepts to design a prospective health education intervention. Course emphases are on health education methods and issues relevant to the Navajo Nation. Guest speakers involved in health education on the Navajo Nation may provide presentations. Content of the course will facilitate application of the principles of SNBH.

PUH 201 Principles of Environmental Public Health (3)

Prerequisite: Completion of FST 131, PUH 111 or ENV 101 or another science class.

This course explores environmental health professionals' roles in ensuring safe and healthy environments, including sanitation, food safety, and occupational safety, and air and water quality. Policies and activities of federal, state, local, and tribal entities are examined, with a focus on Navajo examples. Navajo cultural beliefs related to nature and the environment provide the foundation on which the course is structured.

PUH 202 Uranium and Environmental Health (3)

Prerequisite: Completion of 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. The primary emphasis is on environmental public health effects and efforts to remediate them. The course covers comprehensive information on all aspects of uranium, the uranium industry, and the health effects of exposure to uranium.

PUH 241 Human Nutrition (3)

Prerequisite: CHM 130 (recommended).

The principle of human nutrition as it relates to health issues is the primary focus of this course. Emphasis is placed on nutrients and how they affect the human body. The structure and function, digestion and absorption, and metabolism of carbohydrates, lipids, proteins, minerals, and vitamins are discussed. This course also examines energy, weight-management, nutritional requirements of different age groups, U.S. dietary trends, and guidelines for good nutrition and health.

Course Descriptions

PUH 270 Community Health Assessment and Planning (3)

Prerequisite: Completion of ENG 100B and PUH 111.

This is the first of two courses in which students examine assessment, planning, implementation, and evaluation in public health practice. The course focuses on assessment and planning as carried out in epidemiology, environmental public health, health education and promotion, and health services administration. It explores Navajo ways of knowing, defining, and thinking about health problems (Nitsáhákees) and the process of planning (Nahat'á) health intervention programs.

PUH 275 Health Services and Policy (3)

Prerequisite: Completion of PUH 111, ENG 101 or concurrent enrollment.

In this course, students are introduced to health services administration and the role of policy development in public health. The course covers national, state, local, and Navajo Nation health services, focusing on how they are organized and administered. U.S. public health services are compared with those on the Navajo Nation and other tribal communities. The course is taught in accordance with the Diné educational philosophy (primarily in the realm of Iiná).

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.

This is the second of two courses in which students examine assessment, planning, implementation, and evaluation in public health. The course focuses on implementation and evaluation as carried out in epidemiology, environmental health, health education and promotion, and health services administration. It is taught in accordance with the Diné educational philosophy (primarily in the realm of Iiná and Siihasin).

PUH 289 Public Health Emergency Preparedness (4)

This focused course covers practical knowledge, steps, and considerations relating to preparation for any potential public health emergency in the Navajo Nation. The course is based on online materials originally developed by the Arizona Center for Public Health Preparedness at the University of Arizona, adapted by Diné College to the Navajo Nation environment. There are no prerequisites, but prior completion of PUH 111 is recommended.

PUH 290 Public Health Research Methods (4)

Prerequisites: 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.

This research methods course covers basic concepts in public health, health promotion, and disease prevention, including its cultural aspects. The design and implementation of qualitative and quantitative research are covered, including hypothesis development, research design, development of research protocols, data analysis using computer software packages, and presentation of results.

PUH 295 Public Health Sciences (3)

Prerequisite: MTH 110 or MTH 118 and PUH 111

A basic introduction to epidemiology and biostatistics is provided in this mathematics-based course. Students are guided in identifying relevant and appropriate public health data and information sources. A special focus is on relationships of risk factors and disease outcomes, with attention to the health priorities of the Navajo Nation. The course also introduces students to epidemiological research designs and statistics, and ways in which they influence public health decision-making.

PUH 297, Public Health Research Methods Practicum (3)

A summer course for Summer Research Enhancement Program (SREP) students only.

SOCIOLOGY (SOC)

SOC 111 Introduction to Sociology (3)

Prerequisite: ENG 101.

SOC 111 is a general introduction to sociological perspectives. Discussions of social institutions, class, power, conflict, change, culture, and socialization are integral to the course. The course emphasizes general education special requirements in ethnic/race/gender awareness (ERG).

SOC 205 Qualitative Research Methods (3)

Prerequisite: ENG 101.

This course introduces students to methods of conducting research into human societies and provides guidance and supervision as students conduct research in local communities.

Course Descriptions

SOC 210 Deviant Behavior (3)

Prerequisite: ENG 101.

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

SOC 215 Native Americans in American Society (3)

Prerequisite: ENG 101.

This course is a general review of current living conditions, roles, statuses, and images of American Indians. Faculty and students analyze social and cultural change and conflict. It examines the growth of urban indigenous groups and their adjustments to urbanization, as well as the social, economic, and political achievements of Native Americans. The course emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 220 Criminology (3)

Prerequisite: ENG 101

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

SOC 225 Marriage and Family in a Changing Society (3)

Prerequisite: ENG 101.

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

SOC 230 Racial and Ethnic Relations (3)

Prerequisite: ENG 101.

This course examines minority and dominant group relations in the U.S. It explores patterns of prejudice and discrimination against racial and ethnic minorities, and assimilationist policies of the federal government and their impact on American Indians and the Navajo experience. SOC 230 emphasizes the general education special requirements of intensive writing/critical thinking and ethnic/race/gender awareness (IW/CI and ERG).

SOC 260 Drug Use and Abuse (3)

Prerequisite: ENG 101. Cross-listed with PSY 260.

This course examines current and historical patterns of alcohol and drug use, abuse, and control, including pharmacology and physiology of drugs. The use of PDR and DSM IV is presented with an emphasis on patterns of substance usage and programs for rehabilitation.

SOC 275 Social Stratification (3)

Prerequisite: ENG 101.

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

SOCIAL SCIENCE (SSC)

SSC 100 General Social Science (3)

Prerequisite: FST 133 or placement test equivalency.

This course is an introduction to sociology, anthropology, and geography. It also includes material from political science, economics, and psychology. SSC 100 emphasizes concepts and terms common to the study of human societies, as well as fundamental academic skills.

SOCIAL WORK (SWO)

SWO 111 Social Work as a Vocation (1)

Prerequisite: ENG 101 or concurrent enrollment.

This course examines ego psychology as it is applied in social work.

SWO 211 Introduction to Social Work (3)

Prerequisite: ENG 101.

SWO is a continuation of SWO 111. This course offers an introduction to values, ethic, skills, and knowledge pertaining to social work. Social systems theory is emphasized

SWO 242 Community Social Service Skills (3)

Prerequisite: ENG 101.

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

SWO 243 Community Social Services and Culture (3)

Prerequisite: ENG 101.

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

Course Descriptions

SWO 250 Client Processing (3)

Prerequisite: ENG 101.

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

SWO 295 Field Experience I (3)

Prerequisite: ENG 101.

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

SWO 296 Field Experience II (3)

Prerequisite: ENG 101.

A continuation of SWO 295 with more advanced experiential applications.

THEATER (THR)

THR 101 Introduction to Theater (3)

A survey of theater, including basic elements and principles of production, styles, and historical perspectives of theater, dramatic literature, and criticism.

THR 102 Introduction to Acting and Storytelling (3)

The course will incorporate fundamental techniques of acting and storytelling through physical and vocal expression, improvisation, and monologue scene work, with an emphasis on characterizations and performance. A class performance of a dramatic production will be the course culmination.

Faculty

FACULTY BY ACADEMIC DIVISION

Business, Applied Science, Economics & Technology

Charles Coffey, Faculty

M.B.A., National University, Computer Information System
B.S., University of Oregon, Computer Science
A.A., Dine College, Dine Studies

Gloria Price, Faculty

M.V.E., Northern Arizona University, Vocational Education
B.S., Northern Arizona University, Vocational Education
B.A., Northern Arizona University, Business Administration

Juanita Fraley, Faculty

M.B.A., Gonzaga Preparatory School, Business Administration
B.B.A., University of Northern Colorado, Business Administration

King Mike, Faculty

M.B.A., University of California, Business Administration
B.A., Fort Lewis College, Business Administration

Medhat Farooque, Faculty

M.B.A., University of Dhaka, Marketing
M.B.A., Northern Arizona University, Business Administration
M.A., University of Dhaka, Economics
B.A., University of Dhaka, Economics

Center for Diné Studies

Avery Denny, Faculty

Dine Medicine Man's Association, Inc., Hataahjii

Donald Denetdeal, Faculty

B.S., Northern Arizona University, Political Science & Administration
A.A., Eastern Arizona College, Justice Administration

Gene A "OJ" Vecenti, Faculty

M.Ed., Northern Arizona University, Bilingual/Multicultural Education
B.A., Fort Lewis College, Student Structured
A.A., Dine College, Liberal Arts
A.A., Dine College, Navajo Language
A.A., Dine College, Dine Studies

Herbert Benally, Faculty

Ph.D., California Institute of Integral Studies, Integral Studies
M.Ed., Arizona State University, Adult Education
B.A., Arizona State University, Adult Education

Lorene B Legah, Faculty

B.S., Northern Arizona University, Sociology

Martha Austin-Garrison, Faculty

M.Ed., Arizona State University, Curriculum & Instruction
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B.A., University of Arizona, Education

Martha Jackson, Faculty

M.A., University of Arizona, Education
B.A., University of Arizona, Education
A.A., Dine College, Navajo Language
Certificate, Dine College, Bilingual Bicultural

Roger Benally, Faculty

M.Ed., Doane College, Educational Leadership
M.Ed., Doane College, Curriculum & Instruction
B.A., Prescott College, Education

Thomas Littleben Jr, Faculty

B.S., Northern Arizona University, Education
A.A., Dine College, Dine Studies
A.A., Dine College, Navajo Language

Tony Goldtooth, Faculty

B.S., University of New Mexico, Education
A.A., Dine College, Dine Studies
Certificate, Dine College, Navajo Language/History/Culture

Wilson Aronilth Jr, Faculty

Honorary Doctorate, Dine College, Dine Philosophy of Learning
Honorary A.A.S., Dine College, Navajo Culture

Center for Diné Teacher Education

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M.Ed., Arizona State University, Curriculum & Instruction
(Bilingual Education)
B.A., Arizona State University, Education

Barsine B Benally, Faculty

M.A., Doane College, Education
B.A., Arizona State University, Education
A.A., Dine College, Education

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Ph.D., University of New Mexico, Education
M.A., International School, Teaching
B.A., Tufts University, English

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

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Ed.D., Fielding Graduate University, Education
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M.Ed., Doane College, Curriculum & Instruction
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Faculty

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M.T., City University, Teaching
B.A., University of Colorado, Environmental Conservation

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Ph.D., University of Arizona, Anthropology
M.A., University of Arkansas, Anthropology
M.A., Northern Arizona University, Teaching English as a Second Language
B.A., University of Arkansas, Anthropology

Debra E Robinson, Faculty

M.S., Ohio University, Journalism
M.A., Ohio University, Applied Linguistics/EFL
B.F.A., Ohio University, Theater

Gerald W Himmerreich, Faculty

M.A., Hollins University, Children's Literature
B.A., Fort Lewis College, English

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Ph.D., University of Kansas, Education
M.A., University of Kansas, Education
B.A., University of Kansas, English

Lisa M Eutsey, Faculty

Ph.D., Pennsylvania State University, English
M.A., Pennsylvania State University, English
B.A., Youngstown Christian School, English

LaFrenda Frank, Faculty

M.A., Northern Arizona University, English
B.A., Fort Lewis College, English
B.A., Fort Lewis College, Southwest Studies

Molly Wilson, Faculty

M.A., Northern Arizona University, English
Bachelors, The Master's College

Orlando O White, Faculty

M.F.A., Brown University, Literary Arts
B.F.A., Institute of American Indian Arts, Creating Writing
A.S., College of Eastern Utah, Liberal Arts

Robert L Meyer, Faculty

M.A., University of Michigan, American Culture
M.A., San Francisco State University, English
B.A., George Washington University, American Culture

Humanities & Fine Arts

Don Whitesinger, Faculty

M.A., Rhodes Preparatory School, Teaching
B.A., University of Arizona, Art (Studio Art)
A.A., Institute of American Indian Arts, Fine Arts

John D Templin, Faculty

B.A., Tarleton State University, Theater

Karen Willeto, Faculty

M.A., Eastern Michigan University, Art (Studio Art)
B.A., University of Colorado, Education

Paul Willeto, Faculty

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

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Ed.D., West Virginia University, Educational Psychology:
Communications in Instruction
M.A., Brigham Young University, Communications
B.A., Boise State College, Communications

Sheila White, Faculty

M.Ed., Northern Arizona University, Bilingual & Multicultural Education.
B.A., University of Arizona, Theatre Arts

Mathematics and Physics

Dennis Price, Faculty

B.S., Northern Arizona University, Agriculture

Chengde Wang, Faculty

Ph.D., Arizona State University, Mathematics
M.S., Beijing Biss Inter School, Mathematics
B.S., Beijing Biss Inter School, Mathematics

Oleksandr Makeyev, Faculty

Ph.D., Clarkson University, Engineering Science
M.S., Taras Shevchenko National University, Statistics
B.S., Taras Shevchenko National University, Mathematics

Tammy Tom, Faculty

M.A., University of Phoenix, Education/Curriculum & Instruction – Mathematics
B.A., Arizona State University, Education

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M.S., Southern Illinois University, Engineering
B.S., University of New Haven, Engineering

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M.S., Montana State University, Information Processing & Communication
B.S., Rocky Mountain College, Computer Science
A.A., Little Big Horn College, Data Processing

Faculty

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Ph.D., Texas A & M University, Entomology
M.S., Mid-Western State University, Biology
B.S., West Texas State University, Geology

Donald K Robinson, Faculty

Ph.D., Marharishi International University, Psychology
M.S., Marharishi International University, Science
M.S., Marharishi International University, Physiology

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Ph.D., Albert Einstein College of Medicine, Biochemistry
M.S., Albert Einstein College of Medicine, Biochemistry
B.S., University of Puerto Rico, Biology

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M.A., Western New Mexico University, Education Administration
M.S., University of New Mexico, Physical Education
B.S., University of New Mexico, Physical Education

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B.A., University of Colorado, Fine Arts
M.S., University of Rhode Island, Botany

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Ph.D., Northwestern State University, Anthropology
M.A., Northwestern State University, Anthropology
B.A., Ohio University, Anthropology

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Ph.D., University of Oregon, Physiology
M.A., San Francisco State College, Biology: Physiology & Behavioral Biology
B.S., Colorado State University, Biology

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Ph.D., New Mexico Institute of Mining and Technology, Chemistry
M.S., University of New Mexico, Chemistry
B.S., Fort Lewis College, Chemistry

Sara Sinclair, Faculty

M.S., Idaho State University, Pharmacology
M.S., University of Idaho, Molecular Biology and Biochemistry

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M.S., California State University, Biology
B.S., University of California, Ecology
A.A., San Diego Community College, Biology

Social & Behavioral Science

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Ph.D., University of New Mexico, History
M.A., New Mexico State University, History
B.A., University of Texas, History

Christine Willie, Faculty

M.A., University of Maryland, Spanish Language & Literature
B.A., Rowan University, Spanish

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B.A., Fort Lewis College, Humanities

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B.A., New Mexico State University, Sociology
B.A., Fort Lewis College, Student Constructed
A.A., Dine College, Navajo Language

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