

**Academic Affairs Committee**  
**April 21, 2021 at 3:30 pm**  
**Via WebEX**

Meeting Link

<https://uncp.webex.com/uncp/j.php?MTID=ma4b601d09ac0a352f7e6d5bc2ee2b819>

Meeting Number 160 776 5361

Password RfRp2QHAU39

Join by Phone +1-415-655-0001 US Toll

Access Code 160 776 5361

**Committee Members:**

Robert Arndt (Chair, Subcommittee on Academic Support Services)

Cherry Beasley (Senator)

Bill Brandon (Senator)

Paul Flowers (Chair, Subcommittee on Curriculum)

Renee Lamphere (Senator)

Cindy Locklear (Senator, Secretary)

Zoe Locklear (Ex Officio, Interim Provost)

Shilpa Regan (Chair, Enrollment Management Subcommittee)

Gretchen Robinson (Senator)

Robin Snead (Senator; Chair, Academic Affairs Committee)

Nathan Thomas (Senator)

Joseph Van Hassel (Chair, General Education Subcommittee)

**Agenda**

- I. Call to Order**
- II. Approval of Minutes from the March 17, 2021 Meeting** (Appendix A)
- III. Approval of the Agenda**
- IV. Report from Chair**
- V. Report from Administration**
- VI. Reports from Subcommittees**
  - A. **Academic Support Services** (Appendix B)
  - B. **Curriculum**

1. Curriculum requiring action
  - a. From the Department of Accounting and Finance—FIN 3300, Financial Trading (New Course Proposal)
  - b. From the Department of Art
    - i. Master's of Arts in Art Education (Program Deletion Proposal)
    - ii. Teaching with Art Specialization, M.A.T. (Program Revision Proposal)
  - c. From the Honors College
    - i. HON 2050, Perspectives in the Fine Arts (New Course Proposal)
    - ii. HON 2050, Perspectives in the Fine Arts (General Education Course Proposal)
  - d. From the Department of Mathematics and Computer Science—CSC 2920, Software Development and Professional Practices (Writing Intensive Course Proposal)
  - e. From the MBA Program—Business Administration, M.B.A., Concentration in Supply Chain Management (Program Revision)
  - f. From the Department of Music
    - i. MUS 1090, Introduction to Hip Hop (General Education Course Proposal)
    - ii. Music, Music Industry Emphasis, Jazz and Commercial Track, B. A. (Program Revision Proposal)

2. Curriculum proposals approved; information only (Appendix C)

3. Curriculum proposals outstanding in Curriculog

**C. Enrollment Management**

**D. General Education**

**VII. Reports of Special Committees: The ICC Revision Committee**

A. Procedural Reminders

B. Information from Joe West

C. Presentation of the proposal, Christie Poteet (Appendix D)

**VIII. Unfinished Business**

**IX. New Business**

**X. Announcements**

**XI. Adjournment**

## Appendix A

### Academic Affairs Committee March 17, 2021 at 3:30 pm Via WebEX

Meeting Link

<https://uncp.webex.com/uncp/j.php?MTID=m85996c5837d34c66bf8d84d4e44ecd42>

Meeting Number 157 488 4875

Password nwBgE93HNT3

Join by Phone +1-415-655-0001 US Toll

Access Code 157 488 4875

#### **Committee Members Present:**

Robert Arndt (Chair, Subcommittee on Academic Support Services)

Cherry Beasley (Senator)

Bill Brandon (Senator)

Paul Flowers (Chair, Subcommittee on Curriculum)

Renee Lamphere (Senator)

Zoe Locklear (Ex Officio, Interim Provost)

Shilpa Regan (Chair, Enrollment Management Subcommittee)

Gretchen Robinson (Senator)

Robin Snead (Senator; Chair, Academic Affairs Committee)

Nathan Thomas (Senator)

Joseph Van Hassel (Chair, General Education Subcommittee)

## Minutes

- I. Meeting called to order at 3:30 pm.**
- II. Minutes from the February 17, 2021 Meeting** were approved (motioned by Shilpa, seconded by Paul) with the following friendly amendments:
  - A. Correct the course title for CYB 4120
  - B. Document the aye and nay votes by identifying committee members voting nay.
- III. The agenda was approved as circulated** (motioned by Nathan, seconded by Bill).
- IV. The chair had no report.**
- V. Report from Administration.**
  - A. Provost Locklear reported the following:

1. COVID data is trending in the right direction. The administration's comfort level toward opening campus facilities and activities more is increasing.
  2. There are plans for a "walk through" open house for Saturday, April 17. "Admitted Students Days" are also being planned.
  3. Cabinet approved in-person student orientations for the summer. These will be limited to 100 students and 1 guest. More dates will be scheduled than usual, which means more demands on faculty and staff time. These are planned as single-day events with no overnight stays.
  4. We are tracking toward a more normal fall. The fall schedule will be posted in Braveweb "momentarily."
  5. It is expected that masks will still be required in the fall.
  6. There are plans for in-person Commencement ceremonies. Faculty attendance will not be required.
  7. There are plans for a few summer academic day camps on campus.
  8. The TLC has been moved from the University College to the purview of the Office of Academic Affairs (in terms of the organization chart).
  9. Scott Hicks (TLC) and Nicolette Campos (HR) are working on a project related to faculty mentoring.
  10. Faculty searches are going well.
  11. The Provost and Deans are supportive of a COVID impact statement for inclusion with annual evaluations. Scott Billingsley is working on this.
  12. Domestic travel is now permitted; international travel remains prohibited.
- B. The following questions were asked/comments made:
1. Request for clarification on the effect of the impact statement on faculty evaluation
  2. Question about the COVID vaccine—sense of how many faculty/staff are getting vaccinated, once students start to get vaccinated what if they feel unwell, potential impact on final exams.

## **VI. Reports from Subcommittees**

A. **Academic Support Services.** Robert referred the committee to his written report (Appendix B).

### **B. Curriculum**

1. The following curriculum proposals required action. All were unanimously approved with a vote of 11-0-0:
  - a. Curriculum Proposal from the Department of Economics and Decision Sciences
    - i. ECN 3020 Economics of Education (New course proposal)
  - b. Curriculum Proposal from the Department of English, Theatre, and Foreign Languages
    - i. ENG 3160 Victorian Literature (Writing Intensive course proposal)

- c. Curriculum Proposals from the Department of Mathematics and Computer Science
    - i. B.S. in Cyber Security (New program proposal)
    - ii. ITC 3250 System Administration and Security (Course revision)
    - iii. ITC 4800 Advanced Computer Systems and System Security (Course revision)
    - iv. CYB 4120 Applied Cryptography (New course proposal)
    - v. CYB 4220 Cyber Security Management (New course proposal)
    - vi. CYB 4900 Cybersecurity Capstone Project (New course proposal)
    - vii. CYB 4920 Secure Software Development and Testing (New course proposal)
  - d. Curriculum Proposal from the Department of Music
    - i. MUS 1090 Introduction to Hip Hop (New course proposal)
  - e. Curriculum Proposals from the Department of Sociology and Criminal Justice
    - i. CRJ 3110 Race and Racism (New course proposal)
    - ii. SOC 3110 Race and Racism (New course proposal)
2. Curriculum proposals approved by Curriculum and offered for information only were included in Appendix C.

**C. Enrollment Management.** No report.

**D. General Education.** Curriculum proposals passed by General Education and offered for information only were included in Appendix C.

**VII. Unfinished Business.** None. We will have a report and a proposal from the ICC Revision Committee for our consideration at the April meeting.

**VIII. New Business.** None.

**IX. Announcements.** None.

**X. Adjournment.** The meeting was adjourned at 4:18 pm (motioned by Paul, seconded by Shilpa.)

## Appendix B

### Academic Support Services Report to Academic Affairs

#### Accessibilities Resource Center

- Active in database: approximately 700. May not have finished the process or may have finished the process but may not have implemented approved accommodations.
- 117 students have currently implemented accommodations for the semester
- Proctored 30 exams
- 192 consultations with professors/UNCP employees regarding 53 students
- 40 coordinated hours of interpreting services for one course (American Sign Language)

#### Center for Student Success

- There are ~1750 HAWK Alerts to date compared to 829 HAWK Alerts this date in 2020. Please note that classes in 2020 started in Jan as compared to a Feb 2021.
- CSS tutoring is face-to-face (50, March), WEB-EX (84, March) and ~55 Tutor.com (March).
- Academic success workshops s are active now, will run through May 5<sup>th</sup> and are online CSS is currently hosting 16 academic success workshops, with 5 hosted in March.
- Study Hall is currently providing 24 hours of weekly monitored study hall time and is open to all students. We are serving now through May 13<sup>th</sup>, Monday – Thursday 11 – 2pm / Athletics also hosts Study Hall Sunday – Thursday 5 – 8pm

#### Mary Livermore Library

- Last week speaker Rachel Schmidt, Curator of Collections and Exhibitions of California Lutheran University for National Library, presented Playing Sherlock in the Collection: Everyday Investigations in Museums, Archives, and Storage used items in the special Collections.
- Last week the annual library survey was sent out to the UNCP community via email. The link, [https://uncp.co1.qualtrics.com/jfe/form/SV\\_blvDVJYq7WiCLaJ](https://uncp.co1.qualtrics.com/jfe/form/SV_blvDVJYq7WiCLaJ), can also be found on the library website. We urge everyone to take the survey as the responses received will be reviewed to plan for upcoming years.
- Fourteen study rooms are currently being updated with new lighting, furniture, flooring, paint, electrical updates, and technology. Rooms are expected to be completed by the end of the semester. This will positively impact students who provided feedback about the study spaces in the graduate survey.
- Library continues to expand our hours of operations and we have added hours on Saturdays 10am-6pm. Visit the library hours page for current hours, <https://www.uncp.edu/academics/library/about-library/library-hours>

#### Writing Center

- A total of 261 sessions were held (134 written feedback, 148 live(web) sessions
- 185 individual writers | 2020: 61 writers
- 261 online consultations | 2020: 55 online consultations
- 76% of clients visited one time | 2020: 83% of clients visited

- 24% of clients visited more than one time | 2020: 17% of clients visited more than one time.
- 99 new clients registered | 2020: 61 new clients registered
- Total number so far this semester: 389 | 2020: 400
- Planning for the fall semester—return to face to face meeting; redesign of space

The group also discussed ways to reach out to faculty and students about the services the units of the this committee provide.



## Appendix C

### **CURRICULUM PROPOSALS APPROVED BY THE CURRICULUM SUBCOMMITTEE**

1. **Proposal from the Department of Philosophy and Religion**
  - a. **Course Revision:** revise title of REL 2160
  
2. **Proposals from the Department of American Indian Studies and the Department of History (cross-listed courses)**
  - a. **Course Revision:** revise prerequisites for AIS/HST 4620 “Gender & Power in Native North America to 1900”
  - b. **Course Revision:** revise prerequisites for AIS/HST 4660 “Indian Slavery in Colonial North America”
  
3. **Proposals from the Department of Biology**
  - a. **Course Deletion:** delete BIO 2200 “Field Botany”
  - b. **Course Deletion:** delete BIO 2300 “Field Zoology”
  - c. **Course Deletion:** delete BIO 2400 “Field Microbiology”
  - d. **Course Deletion:** delete BIO 3700 “Science Communication and Research Methods”
  - e. **Program Revision:** revise requirements for B.S. Biology, Zoology Track
  
4. **Proposals from the Department of Sociology and Criminal Justice**
  - a. **Program Revision:** revise requirements for the Minor in Medical Sociology
  - b. **Program Revision:** revise requirements for the Minor in Substance Abuse
  
5. **Proposals from the Department of Music**
  - a. **Program Revision:** revise requirements for the B.A. in Music
  - b. **Program Revision:** revise requirements for the B.A. in Music, Music Industry Emphasis, Classical Track

### **CURRICULUM PROPOSALS APPROVED BY THE GENERAL EDUCATION SUBCOMMITTEE:**

The following courses were approved by acclamation for inclusion in the General Education curriculum:

1. HON 2050, Perspectives in the Fine Arts
2. MUS 1090, Introduction to Hip Hop

## Appendix D

### Indigenous Cultures and Communities Graduation Requirement

#### Mission Statement

UNCP, as North Carolina's only historically American Indian University, expects its graduates to learn about the cultures and histories of Indigenous peoples to honor and deepen their connection both to the university and to the American Indian communities who founded UNCP. The Indigenous Cultures and Communities (ICC) Graduation Requirement allows graduates to: (1) develop an understanding and awareness of the social, political, economic, and sovereignty issues Indigenous peoples and communities faced in the past and/or are now facing; (2) learn about and experience the communities, culture, including but not limited to languages, literature, arts, music, and/or spiritualities of Indigenous peoples and communities; (3) enhance their ability to apply knowledge and agency to assist and support Indigenous communities in meeting their goals.

The mission of the Indigenous Cultures and Communities graduation requirement is to ensure that graduates of UNCP, North Carolina's only four-year university designated by the U.S. Department of Education as American Indian and Alaska Native-Serving Institution, leave UNCP with an increased awareness and appreciation of the diversity of Indigenous peoples and tribal cultures. In accordance with the university's history and mission, and in alignment with the University's core values, the Indigenous Cultures and Communities Graduation Requirement (ICC) establishes the following Student Learning Outcomes. Designated courses and approved experiences must meet one or more of these goals:

- Goal 1: Understand  
Students who complete the ICC graduation requirement will develop an understanding and awareness of the social, political, economic, and sovereignty issues Indigenous peoples and communities faced in the past and/or are now facing.
- Goal 2: Experience  
Students who complete the ICC Graduation Requirement will learn about and experience the communities, cultures, including but not limited to languages, literature, arts, music, and/or spiritualities of Indigenous peoples and communities.
- Goal 3: Advocate  
Students who complete the ICC Graduation Requirement will enhance their ability to apply knowledge and agency to assist and support Indigenous communities in meeting their goals.

#### *Indigenous vs. American Indian*

While crafting the proposal, it became clear that the requirement needed a more inclusive scope, and so the decision was made to shift from "American Indian Studies" to "Indigenous Cultures and Communities." This decision was made to maintain the charge to celebrate the University's

unique heritage while also including Indigenous peoples\* around the globe. Additionally, an Indigenous requirement was warranted to respond to three important needs:

- The need to encompass the full scope of existing student programming opportunities some of which focus on Native communities beyond the United States and North America.
- The need to encourage departments from all colleges and schools to consider how existing or future courses and/or programming could contribute to the requirement.

\*Indigenous peoples are inheritors and practitioners of unique cultures. Indigenous peoples have retained social, cultural, economic, and political characteristics that are distinct from those of the dominant societies in which they live. Despite their cultural differences, Indigenous peoples from around the world share common problems related to the protection of their rights as distinct peoples.

## **Proposal**

### **Indigenous Cultures and Communities Graduation Requirement**

Undergraduate students entering the University in Fall 2022 or later, as a requirement for graduation, shall complete the Indigenous Cultures and Communities Requirement. Students may satisfy the requirement by completing **two 3 credit hour approved ICC designated courses OR one 3 credit hour approved ICC designated course and an ICC designated and department approved co-curricular learning experience**. Designated courses and experiences can satisfy other graduation and general education graduation requirements.

Transfer students with over 60 hours would be required to complete one course or the approved departmental experiential learning experience.

### ***ICC Course Approval Process***

Courses can meet the designation requirement by enhancing existing course learning objectives through incorporating culturally relevant texts, literature, assignments, service-learning projects, research projects, or other experiential educational opportunities that specifically apply to Indigenous peoples or communities. Faculty members apply for the ICC designation by submitting materials to the Indigenous Cultures and Communities Council. Materials must demonstrate how the added components enhance the existing learning objectives and meet the goals of the ICC requirement through course content, topics, assignments, readings, projects, reflections, research, and/or evaluation. ICC Council would develop a rubric for the proposals. The rubric should be changed and adjusted over time based on assessments and evaluations. The ICC Council would then review and approve or deny the ICC course designation proposal.

To support the ICC course development and educate faculty generally, faculty will be offered training/professional development provided by the Teaching and Learning Center (TLC) focused on culturally responsive teaching, appreciative based service-learning, and incorporating Indigenous course components to enhance learning objectives. Workshops will be offered regularly by TLC faculty/staff in collaboration with other offices.

### ***Co-Curricular***

Students can meet the ICC requirement by completing co-curricular experiential learning opportunities such as internships, community service, directed or independent studies, and capstone experiences that focus on Indigenous peoples, cultures, and communities. Each will require departmental approval that will be submitted to the ICC Council for final review and approval. The co-curricular experience must demonstrate how the student will meet the ICC learning goals through written or oral reflections, assignments, projects, written or oral presentations, publication, or other learning activities.

Proposal for ICC Co-Curricular experience must be submitted and approved no later than the semester prior to the project beginning.

**Below are possible examples of co-curricular experiences. This is not intended to be a prescriptive or exhaustive list.**

*Internships:* Students can meet the ICC requirement by participating in internships with organizations that work primarily with or serve Indigenous populations. The internship proposal should clearly identify how the student will demonstrate learning through reflection assignments. Internships can be paid or non-paid, credit-bearing or non-credit-bearing. The number of hours and site approval will be approved at the department level and then submitted to the ICC Council for final approval as an ICC designated internship.

*Co-curricular community service:* Students can meet the ICC requirement by completing service projects with a community-based organization that serves Indigenous populations. The service project proposal should clearly identify how the student will demonstrate learning. The number of hours and site approval will be approved at the department level and then submitted to the ICC Council for final approval as an ICC designated project. It is strongly recommended that the site be approved by the Office for Community and Civic Engagement and hours tracked and approved on UNCP Serve and applied to the student's service transcript.

*Directed or Independent Studies:* Students can meet the ICC requirement by completing a three-credit hour directed or independent study focused on Indigenous Cultures and Communities. The directed or independent study proposal should clearly identify how the student will demonstrate learning. The directed or independent study will be approved at the department level and then submitted to the ICC Council for final approval as an ICC designated course.

*Capstone/Culminating Experiences:* Students can meet the ICC requirement by completing an approved capstone or culminating experience focused on Indigenous cultures and communities. The capstone proposal should clearly identify how the student will demonstrate learning. The capstone will be approved at the department level and then submitted to the ICC Council for final approval as an ICC designated internship.

## **Council**

### **Proposed Organization and Charter of the Indigenous Cultures and Communities Council**

The Indigenous Cultures and Communities (ICC) Council shall be responsible for approval of requirements for course designation and co-curricular experiences that demonstrate significant engagement with, study of, research in, and/or community service to Indigenous communities,

such that all baccalaureate graduates of the University experience and appreciate the histories, diversities, cultures, and/or sovereignties of Indigenous people.

The Council will be an operational committee under auspices of the Teaching and Learning Center (TLC). Voting members will be selected from among the faculty and staff with 10 positions to include:

- Chair of American Indian Studies Department or designee
- Office for Community and Civic Engagement representative
- Director of TLC or designee
- Office for Online Learning representative
- Rotating members from each of the senate divisions

Faculty committee members shall be appointed and approved by the Provost upon recommendation from deans, department chairs, and in consultation with the Teaching and Learning Center (TLC). Faculty will serve three-year appointments. The Provost reserves the right to terminate or suspend the membership of any individual who fails to attend more than one ICC Council meeting per academic year. Only the Council members shall have the right of voting, and the ICC Council shall regularly inform the Curriculum Subcommittee of the Faculty Senate of its actions and submit recommendations for course designation approvals. The Council shall meet monthly during the traditional academic year and a quorum of council member appointees must be present for the conduct of official business. A chair for the council will be selected by the council from the faculty representatives. This person will serve as coordinator of the ICC designation, work closely with the TLC to identify and facilitate faculty training, coordinate council meetings, communicate with the Curriculum subcommittee, and develop and disseminate assessments. In return, the council chair will receive a course release each semester.

The Council shall fulfill its responsibilities through the following activities:

- Defining the varieties of curricular and co-curricular activities and/or experiences (hereafter, “programming”) aligned with these learning outcomes that may satisfy fulfillment of the graduation requirement;
- Calling for and supporting the development of outcomes-driven and -aligned programming that supports students’ mastery of these learning outcomes;
- Reviewing such programming so as to determine its appropriateness for the graduation requirement and designating approved programming;
- Overseeing all programming for the purposes of ensuring fidelity to student learning outcomes and assuring the quality and significance of students’ learning.

### **Measuring Student Outcomes**

Student mastery of the ICC Student Learning Outcomes will be assessed regularly by the members of the Indigenous Cultures and Communities Council (ICCC). The ICCC will be responsible for developing an assessment model to evaluate student learning outcomes and will review and regularly revise or realign Learning Outcomes based on the results of annual assessments. ICC Council will be responsible for disseminating assessment data to the university community.

**Potential Funding Needs**

Council chair/coordinator to receive a course release each semester.

Support for faculty training on course design and teaching culturally responsive courses (support for TLC)

Incentives for faculty to redesign courses

Faculty and student professional development

Funding implementation will be determined by ICC Council.

## Proposed Changes to the Undergraduate Catalog

Proposed changes are highlighted in yellow.

### **Section 1:**

#### **Requirements and Options for a Baccalaureate Degree**

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

To earn a baccalaureate degree from the University of North Carolina at Pembroke, students must earn a minimum of 120 hours of course credit in a program of study that includes a Freshman Seminar (UNV 1000), required of all freshmen during their first 15 hours; a General Education program of 44 hours; a Writing Intensive Program of 9 hours; **an Indigenous Cultures and Communities Requirement;** and at least one academic major. Detailed requirements for Freshman Seminar, General Education, and the Writing Intensive Program can be found in the links at the top of this page.

UNC Pembroke operates on the traditional two-semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. Summer Session is divided into two terms.

### **Section 2:**

#### **Requirements for Baccalaureate Graduation**

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Though appropriate UNCP faculty and staff make every effort to ensure that students register for the courses required by their chosen degree program, the ultimate responsibility for meeting graduation requirements lies with the individual student. Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 120 semester hours of course work in accordance with specific degree requirements, excluding ENG 0104, MAT 0104, EDN 0104, MUS 0106;
2. Have successfully completed the General Education Program;
3. Earn a grade of "C" (2.0) or better in both English composition courses, ENG 1050 and ENG 1060;
4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at the University of North Carolina at Pembroke;
6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;

7. Complete a minimum of 25% of semester credit hours applied toward the degree through regular enrollment in UNC Pembroke courses;
8. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke if the student transferred here (This does not contravene the minimum requirement of 15 total hours of 3000 or 4000 level courses in any major.);
9. Be registered during the academic year in which the student's graduation occurs;
10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well-defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are UNV 1000 (Freshman Seminar) and supervised internship courses.
11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 hours of correspondence from institutions recognized by an accepted institutional accreditors toward a degree, provided that such correspondence credit is approved by the Office of the Registrar and will not be applied to satisfy specifically stated course requirements in major programs) Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered accepted institutional accreditors. (NOTE: Any student needing to take correspondence work after admission to study at UNC Pembroke may be permitted to do so only after obtaining formal approval from the student's academic advisor, from the Office of Academic Affairs, and from the Office of the Registrar.);
12. Meet the requirements of one catalog which were current at the time the student entered this institution or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog;
13. Meet the requirements of the catalog in effect at time of readmission or those of a subsequent catalog if attendance is interrupted for more than one year (two semesters);
14. Make application for the degree a year in advance: by April 1st for the following year's spring or summer commencement and by November 1st for the following year's winter commencement when earned hours reach 75 (end of first semester of junior year).
  - a. Complete (including all required signatures) a Degree Application Form (available in the Office of the Registrar);



- b. Pay a non-refundable graduation fee by the required date or an additional \$25 late filing fee will be charged;
  - c. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;
- 15. Satisfy all financial obligations to the University.
- 16. Students entering in Fall 2011 or later must complete 9 semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course. These are designated by "WE" or "WD" on the course schedule.
- 17. Students entering in Fall 2022 or later with less than 60 credit hours must complete the Indigenous Cultures and Communities Graduation Requirement by completing two 3 credit hour approved ICC designated courses OR one 3 credit hour approved ICC designated course and an ICC designated and department approved co-curricular learning experience. Students entering in Fall 2022 or later with 60 credit hours or more must complete one 3 credit hour approved ICC designated course or an ICC designated and department approved co-curricular learning experience.

All candidates are encouraged to complete a file in the Career Center.