**Appendix C**

**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 and analyze the communities and cultures, 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 and analyze the communities and 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~~ two 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. The courses would then follow the standard Curriculum approval process.

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 Experience*s: 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~~ may 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:~~**

Undergraduate Core Requirements

Indigenous Cultures and Communities Requirement

The goal of the Indigenous Cultures & Communities Graduation Requirement (ICC) is to ensure that graduates of UNCP leave with an increased awareness and appreciation of the diversity of Indigenous peoples and tribal cultures. The 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) experience and analyze the communities and cultures, including but not limited to languages, literature, arts, music, and/or spiritualities of Indigenous peoples; (3) enhance their ability to apply knowledge and agency to assist and support Indigenous communities in meeting their goals. ICC will consist of designated course sections and co-curricular learning experiences, such as internships, community service, directed or independent studies, and capstone experiences that focus on Indigenous peoples, cultures, and communities. As a requirement for graduation, students must complete either 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 designation for courses will be determined for specific course sections and departmental approved co-curricular experiences by the ICC Council. When these courses appear with the ICC in the title of the course in the course schedule, they can be taken to satisfy the Indigenous Cultures and Communities graduation requirement.

**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).
    1. Complete (including all required signatures) a Degree Application Form (available in the Office of the Registrar);
    2. Pay a non‑refundable graduation fee by the required date or an additional $25 late filing fee will be charged;
    3. 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.

**Proposed Changes to the Faculty Handbook**

**Section II Chapter 5**

**Faculty Participation in Academic Policy and Curriculum Development**

**Page 131**

**Curriculum Development and Revision Process**

The University of North Carolina at Pembroke has a clearly defined process for the development of curriculum, including degree programs, tracks, concentrations, minors, and individual courses:

1. The UNC Board of Governors must approve proposals for new degree programs. These proposals must be prepared according to specified guidelines of the UNC Academic Program Development Procedures.
2. All graduate programs must be submitted to the UNC Graduate Council for review and approval and to the UNC Board of Governors for approval.
3. Curriculum development and revisions proposals are initiated by the faculty of the academic departments by completing one of the standardized curriculum forms available in the Curriculog system: <https://uncp.curriculog.com>
4. Curriculum proposals are voted on by the department and signed by the Department Chair who records the department vote count in the “Comments” section of the form when approving or rejecting the proposal.
5. In the case of proposals affecting other departments, including the cross-listing of courses, the proposal form should be submitted by the originating department. The votes of affected departments are recorded, and the Chairs of affected departments also review and sign the proposal. If the cross-listed course affects a program in the affected department, the affected department may also need to submit a program proposal addressing the change to the program. Cross-listed course numbers must be approved by the Registrar’s office.
6. If the development or change affects Teacher Education, the Teacher Education Committee reviews the proposal and the Chair of that Committee signs it. Graduate curriculum proposals and new graduate programs must first be approved by the Graduate Council before being submitted to the Curriculum Subcommittee. Graduate Teacher Education proposals should be submitted to the Teacher Education Committee before being submitted to the Graduate Council.
7. The Registrar, the appropriate Dean, and the Provost and Vice Chancellor for Academic Affairs must also sign the proposal.
8. Proposals involving the General Education Program are submitted to the Curriculum Subcommittee before the General Education Course Proposal is submitted to the General Education Subcommittee in most cases. A department seeking to revise an existing General Education course should submit a Course Revision proposal, which will be reviewed and approved by both Subcommittees. A department seeking to add a new course to the General Education program should submit a New Course proposal to Curriculum and, once fully approved, submit a separate General Education Course proposal to General Education. A department seeking to add an existing course to the General Education program should submit a General Education Course proposal to the General Education Subcommittee; a proposal to the Curriculum Subcommittee is only required if the department is also making modifications to the existing course.
9. Departments seeking WE or WD designation for an existing course should submit their proposal to the Writing Intensive Committee, who will shepherd it through the Curriculum Subcommittee and Academic Affairs Committee. New courses must be fully approved as courses before Curriculum will consider their potential WE or WD designations.
10. Departments seeking ICC designation for an existing course should submit their proposal to the Indigenous Cultures and Communities Council, who will shepherd it through the Curriculum Subcommittee and Academic Affairs Committee. New courses must be fully approved as courses before Curriculum will consider their potential ICC designation.
11. Proposals involving the creation of new courses, revisions to existing courses, or course deletions are submitted on Course Proposal Forms. Note that Curriculog contains a separate form for each of these options.
12. Proposals involving new courses must attach sample syllabi to the “forms” section on the right side of the proposal work area. New course numbers must be approved by the Registrar's office.
13. Proposals involving one or more changes to degree programs, tracks, concentrations or minors, etc., are submitted on Program Proposal Forms. Note that Curriculog contains separate form options for new, revised, and deleted programs.
14. Electronic forms must be launched in the Curriculog system at least two weeks prior to the Curriculum meeting, which usually meets on the first Thursday of every month. (The Curriculum Committee does not meet in January and at times adjusts the March meeting date, depending on the spring break schedule.) If a proposal will be reviewed by another committee before coming to Curriculum, it must be launched two weeks prior to that committee’s meeting.
15. The Curriculog Administrator will review proposals for completeness and to ensure they have been entered correctly into the system before they proceed beyond the department level. Proposals may need to be completely re-done. To avoid delays, proposers are encouraged to work with the Curriculog Administrator in advance to ensure they have followed all directions. Individual access to the proposal forms may be shut down after spring break to ensure that proposing departments do not submit proposals too late in the year for all stages of the process to be completed.

**Section I Chapter 3**

**Faculty Governance**

**Page 33**

**Indigenous Cultures and Communities Council**

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