

**Attendees:** Ellen Crowell, Liz Burke, Joya Uraizee, Marissa Cope, Ben Perlman, Bobby Wassel, Natalie Floeh, Allen Brizee, Lauren Arnold, Kathy Kienstra, Matt Elia, Hamish Binns, Maria-Jose Morell, Jesse Helton, Paige Chant, Katherine MacKinnon, Heather Bednarek, Mike May, Nathaniel Rivers, John Peck, Natasha Case, Nicole Mispagel, Annie Smart, Carolyn O’Laughlin, Gary Barker, Susan Brower-Toland, Kathleen Armstrong, Elena Bray-Speth, Benton Brown, Genevieve Keyser, Kyle Crews, Scott Duellman

## 1. Call to Order / Announcements

- Associate Directors Joya Uraizee and Allen Brizee will go to Madrid for assessment of SLO 6 and SLO 4.
- The Director of the Core is in conversation with the Provost about where Core meets the new political landscape.
- Upcoming Core events include: a focus group with Core pilot students to learn about their four-year experience with the Core; two Spring Core Reengagement workshops (March 28 and April 11, 2025) open to both Core instructors and those who don’t have Core experience; and the continued Ignite Ambassadors initiative, which has received positive feedback from parents and students.

## 2. Approval of minutes from 2.5.25

- Bobby Wassel first approver; Lauren Arnold second; no opposition
- Minutes approved

## 3. Course approvals

### **Ignite Seminar**

CORE 1000: Art, the Image, and Beauty

CORE 1000: Reel Wisdom: Philosophy Through Film

CORE 1000: Cura Criminalis: Exploring Jesuit Priorities for Criminal Justice Reform

CORE 1000: Shelter Pets in U.S. History, Culture, and Society

CORE 1000: Data, Data, Everywhere!

CORE 1000: Immigrant Rights and Protections

### **Cura Personalis 3: Self in the World**

CVNG 4500: Capstone Design 1

### **Eloquentia Perfecta: Creative Expression**

DANC 2680: Advanced Latin Rhythm and Dance

### **Eloquentia Perfecta: Writing Intensive**

CVNG 4500: Capstone Design 1

ENGL 3854: Living Writing

### **Identities in Context**

ASTD 2220: Public Memory in the U.S.

ASTD 3000/3440: Neoliberal Capitalism, Emotion, and the Self in US Popular Culture

HIST 1000: History Matters  
HIST 1645: Latino USA: An Introduction  
HIST 1750: Entangled Destinies, 1400-1800: The Age of Early Modern Empires  
HIST 3840: From Sunzi's Art of War to Dragon Ball: Cultures of Violence in China and Japan  
NURS 3807: Conceptual Framework for Practice

**Global Interdependence**

HIST 1110: Origins of the Modern World to 1500  
HIST 1750: Entangled Destinies, 1400-1800: The Age of Early Modern Empires  
HIST 3840: From Sunzi's Art of War to Dragon Ball: Cultures of Violence in China and Japan

**Dignity, Ethics, and a Just Society**

NURS 4830: The HIV/AIDS Epidemic: History, Epidemiology, and Nursing Care  
WGST 3800: Violence Against Women

**Ways of Thinking: Aesthetics, History, & Culture**

ASTD 2220: Public Memory in the U.S.  
HIST 1000: History Matters  
HIST 1110: Origins of the Modern World to 1500  
HIST 1645: Latino USA: An Introduction  
HIST 1750: Entangled Destinies, 1400-1800: The Age of Early Modern Empires  
HIST 3840: From Sunzi's Art of War to Dragon Ball: Cultures of Violence in China and Japan

**Ways of Thinking: Natural & Applied Sciences**

BIOL 1200: Ecological Issues and Society  
PHYS 1310: College Physics I

**Collaborative Inquiry**

WGST 3800: Violence Against Women

(All courses approved)

**4. ABSN one-year deferral proposal discussion**

- The Director of the Core gave an overview of the School of Nursing's Core Deferral Proposal. She explained that, previously, the School of Nursing made an agreement with UCC that any Nursing student who graduated in Spring of 2026 would be on the Core. Students in the Accelerated Bachelors of Science in Nursing (ABSN) program come in with many general education credits, but are commonly missing Theology, Philosophy, or Creative Expression. The School of Nursing is now asking the UCC for a one-year extension on the implementation of the Core strictly for students in the ABSN program.
- A UCC representative from Nursing explained that because the students who enter the program do not already have all the Core requirements, they typically need three additional courses. There are thirty-eight students who do not meet the requirements to be admitted in May if the Core is implemented, but admitting these students would bring in revenue and would get more nurses out into the workforce sooner.
- The Director explained that there have always been ways for these students to make up the Core credits they are missing. She also reiterated that the SON's proposal is not a

request for ABSN students to be exempt, but rather is a request for an extension so the SON can figure out how to make the Core fit within their program.

- A member of the University's FY26 working group assured the UUCC that the SON is revising the ABSN program to ensure the Core is fully integrated. He explained that ABSN enrollment drop largely came from students going elsewhere since SLU asked them to take additional courses for the Core. He pointed out that it is a time-sensitive matter, as students are lost to competition if SLU does not respond quickly.
- A representative from the Doisy College of Health Sciences shared that her school has gone through a similar process to make their second-baccalaureate programs align with the Core, so she would welcome the SON to reach out for advice or assistance in their process.
- Another member shared that while it is important to be cognizant of finances, it is also important to consider what is best for a student's education. He felt that the motive for the extension should be to have time to overhaul the program for Core integration, not finances. He then asked what general education requirements are being asked of the ABSN students who are not on the Core, to which the answer was, there are none.
- A member questioned if the UUCC had the proper authority for this decision, or if it should be the purview of the Provost; the Director answered that the Provost wants the UUCC to be okay with the extension if it is granted, and therefore he wants the UUCC to deliberate and vote on it. Another member pointed out that the UUCC has representation from across the university, which allows a more fair decision to be made. Additionally, it was mentioned that since the UUCC voted on the initial Core implementation agreement with the SON (that all students graduating in Spring of 2026 be on the new Core), it makes sense that the same body votes on the extension.
- A representative from the School of Science and Engineering expressed support for the SON's request. She empathized with the challenge of bringing in students from other places to do a one-year program, since the Accelerated Bachelors to Masters programs in her own school struggled with ensuring fourth-year SLU students and transfer students met all Core requirements. She maintained that any transfer student coming into a major with high credits will face challenges, unlike programs with much more flexibility, such as the humanities. She expressed strong faith that the SON is dedicated to accomplishing this goal.
- Another member expressed support, but questioned if the committee can be sure that one year is enough time for the SON to complete their curricular overhaul. One of the requestors affirmed with confidence that the curricular overhaul will get passed, especially since work will be done over the summer to prepare the curriculum for board review in February 2026.
- The Director of the Core reminded the committee and the requestors that the UUCC will not be able to approve a "NURS" course for the Ultimate Questions: Theology/Philosophy Core requirement. Only a Nursing faculty member with a degree in Theological Studies or Philosophy would be qualified to teach an Ultimate Questions course, and she offered that such courses could be co-taught if necessary. She emphasized the importance that all students be on this curriculum and that all students participate in the shared body of the Core.

- A member asked what the Higher Learning Commission (HLC) might say to the fact that technically not all students will be on the Core by the time the University promised. The Director for University Assessment explained that as long as we have rationale and notes of these discussions, they will be satisfied with the decision made.
- A motion was made to vote on the ABSN one-year deferral proposal. First motion, Benton Brown; second motion, Annie Smart. One member opposed; the rest voted in favor. The proposal passed.

### 5. Discussion on Revisions to the Official Core Curriculum Document

- The Director of the Core gave background to the revision process to the official Core Curriculum Document to the UCC.
- The Assistant Director walked the committee through the framing document, which lays out the nature of the revisions and their locations within the curriculum document. She shared that while Appendices D and E also need revision, they will be discussed at a later date. She explained that any changes made to the curricular map would come from assessment, though none have been made yet; if proposed, those changes would be discussed in future UCC meetings.
- Changes to document included the following:
  - Changes to the Ultimate Questions content came from SLO1 assessment and the recommendations made by that subcommittee. These changes were voted on in May 2024, but had yet to be updated in the document.
  - Language of Ways of Thinking: Aesthetics, History and Culture was changed from “qualitative” to “humanistic.”
  - Ultimate Questions and Eloquencia Perfecta 1 now both state the requirement of disciplinary teaching qualifications, rather than just EP1.
- A UCC member asked how the Core would monitor teaching qualifications of instructors if departments decide who teaches what course. And it was answered that Associate Deans for the College of Arts and Sciences checks teaching qualifications of each instructor hired to teach.
- It was noted that approving a UQ course based on the faculty member who runs it can create a problem, since in the future, it may no longer be that faculty member teaching the course; instead it could be someone unqualified. From speaking with department chairs, the UCC member found that the best solution would be for a faculty member with the appropriate credentials to teach their UQ course under the THEO or PHIL subject code. This ensures that only someone who is qualified can teach the course.
- A member expressed concern that the CAS Associate Deans may only be looking for departmental standards, not Core standards, when assessing the teaching qualifications of instructors. Another member responded that the Core preamble for Ultimate Questions calls out departments, so Core teaching qualifications should be consistent with departmental teaching qualifications. She continued that the spirit of the UQ requirement is that the course must be rigorous and impactful, since it is the only Theological Studies or Philosophy course a student may take.

- It was asked why Eloquentia Perfecta: Written and Visual Communication requires that an instructor have English departmental qualifications, but instructors of Oral and Visual Comm. and Creative Expression can be from any discipline. The Director explained that the UCC agreed that Written and Visual Comm. requirement be restricted to the ENGL 1900 course, and therefore to ENGL 1900 instructors. She noted that Ultimate Questions is also disciplinarily restrictive due to the training requirements, and that needs to be made clear in the official Core curricular document.
- A member from the Ways of Thinking subcommittee shared that the subcommittee has seen non-humanistic courses come in to be approved as Aesthetics, History and Culture (AHC). She felt it would help to update the language in the AHC portion of the Core curricular document from “qualitative” to “humanistic,” to indicate that only truly humanities courses earn approval as AHC.
- A member from the Ultimate Questions subcommittee shared that Core component learning outcomes (CCLOs) for UQ courses are discipline-specific, and the UQ subcommittee tends to receive submissions in which the CCLOs are not present and the course would need a lot of things added. The subcommittee feels for the instructors who have already put a lot of time and effort into their proposal. An Associate Director of the Core suggested holding brown bags with UQ instructors to have conversations and iron out the issues with faculty interested in proposing a UQ course ahead of their submission.
- A member asked for clarification on EP: WVC instructor qualification, since SLU ENGL 1900 instructors receive additional training on top of their English degree, but 1818 instructors teaching EP: WVC do not receive such training. An Associate Director of Eloquentia Perfecta responded that the Core provides that training for SLU instructors whose English degrees do not include writing composition. The member then asked how departments approve of instructors and if they have the right to veto instructors. Another member answered that departments approve the instructors based on the credentials, and that the departments follow CAS policy, so they would not override another department and veto their instructors (e.g., Theological Studies will not veto a Health Care Ethics instructor proposed to teach a Health Care Ethics course).
- The Director of the Core explained that the practice of teaching qualification vetting has not included the School for Professional Studies (SPS), although in the official Core curricular document, they are listed as a consulting body. She proposed removing SPS from the official list of consultants in the document so that the document would reflect the lived practice of vetting teaching qualifications. A representative from SPS expressed agreement with this change.
- A show of hands was called to gauge who in the UCC felt ready to approve the proposed changes. Most felt ready to vote on the changes, while others wanted to wait until the next meeting. The UCC agreed to wait until the April 2025 meeting to vote on the proposed changes.

### 6. Adjourn