

**Attendees:** Ellen Crowell, Liz Burke, Elena Bray Speth, Anne Carpenter, Atria Larson, Annie Smart, Bobby Wassel, Carolyn O’laughlin, Benton Brown, Corrine Wohlford Mason, Joya Uraizee, Marissa Cope, Gary Barker, Nathaniel Rivers, David Kaplan, Lauren Arnold, Natalie Floeh, Dyan McGuire, Kathy Kienstra, Katie MacKinnon, Mike May, Kathleen Armstrong, Paige Chant, Genevieve Keyser, Nicole Mispagel, Natasha Case, Heather Bednarek, Hamish Binns, Ryan Day, Ben Perlman

**1. Call to Order / Announcements**

- 2025-26 is the first academic year in which only one Core curriculum is running, with minor exception of ABSN and RN to BSN program students (these programs were granted a one-year extension).
- The University Core’s goals this year include student-facing work. This means learning the student perspective; finding out how the curriculum is working for them; and telling students’ stories to prospective students, parents, and other current students. This will also include partnership with Madrid students and faculty.
- New UCC members were introduced and welcomed to the committee. 2025-26 undergraduate Core fellows were introduced to the committee.

**2. Approval of Minutes from 5.7.25**

- Natalie Floeh first approver; Annie Smart second; no opposition.
- Minutes approved.

**3. Course approvals**

**Cura Personalis 2: Self in Contemplation**

EDUC 2504: Historical and Systemic Issues in Education  
Enacting Hope - Madrid (Co-Curricular)  
CPHSJ First-Year Medallion Scholars Program (Co-Curricular)  
Student Leadership Retreat (Co-Curricular)  
Dignity-Based Leadership Academy (Co-Curricular)

**Reflection in Action**

Senior Tech Helpers (Co-Curricular)

**Eloquentia Perfecta: Writing Intensive**

EDUC 2504: Historical and Systemic Issues in Education  
ENGL 3560: Immigrant and Refugee Literature of the US  
HCE 4860: Bioethics and Health Studies Capstone  
NEUR 3555: Neuroscience Laboratory and Scientific Writing  
POLS 2640: International Terrorism

**Identities in Context**

EAS 4420: Environment and Conservation in Africa  
EDUC 2204: Equity and Asset-based Pedagogy

**Dignity, Ethics and a Just Society**

EDUC 2204: Equity and Asset-based Pedagogy  
ENGL 3560: Immigrant and Refugee Literature of the US  
SOC 1700: Of Grief and God: Sociological Perspectives on Loss  
SOC 2610: Mapping Urban Inequity  
SOC 3615: Our World in Big Data

**Ways of Thinking: Quantitative Reasoning**

SOC 3615: Our World in Big Data

(All courses approved)

- Student Leadership Retreat co-curricular may still need approval by Chaifetz School of Business before running, but it is approved for Cura Personalis 2: Self in Contemplation credit.

**4. Discussion of Draft of Revised Core Bylaws**

- The drafted bylaw revisions are the first substantial change presented in many years. The rationale behind drafted revisions is that the committee needs bylaws that guide how to navigate substantial changes to the Core and how to communicate them in a timely manner to the wider University.
- The drafted revisions provide parameters for what constitutes a material vs non-material change (they codify the distinction). Material changes are those that require re-ratification from all colleges and schools, such as changes that alter the Core from the student or curricular perspective and/or changes that may affect the deliverability of the Core. The revisions also codify the UCC's membership composition, ensuring equity between CAS and non-CAS voices.
- A member asked if the CAS members on UCC whose position is not defined by their being CAS (e.g., Associate Director of Core component) would disrupt the CAS/non-CAS balance. It was clarified that these CAS UCC members would not disrupt the balance because they are not voting members of the committee.
- A member asked for clarification on the terms "campus partners" and "relevant stakeholders," listed in sections 1.0 and 3.0 of the draft bylaws, respectively. It was explained that "campus partners" refers to those sitting on the UCC who together bring perspectives from the various University colleges, schools and units. It was then explained that "relevant stakeholders" refers to those outside of the UCC who have a stake in the decisions made by the committee but are not present in the meetings. It was decided that parenthetical explanations would be added to these terms in the draft.

- A representative from the School of Science and Engineering mentioned that CAS/non-CAS representation could be made proportional to the amount of faculty housed by each college/school, rather than each non-CAS school having one representative each.
- A member asked if changes for Core curricular map would count as a material or non-material change as defined in section 3.1 of the draft bylaws. Several members felt that changes to the Core curricular map should be considered non-material and therefore would only require a vote of approval by UCC members. They explained that changes to the Core curricular map do not impede student progress and do not change the Student Learning Outcomes (SLOs) themselves, they only change in what components students get certain achievement levels of the SLO. It was agreed that changes to the Core curricular map should be stated explicitly as an example of a non-material change.
- A member asked if material changes to Core transfer policies would include what a department can or cannot accept for Core credit for a given component. It was clarified that making a change to which components can or cannot be transferred in wholesale would constitute a material change (e.g., allowing Reflection-in-Action to be transferred in when that is currently prohibited). However, altering which non-SLU courses, exams, etc. may be transferred in to satisfy a given component would constitute a non-material change; such transfer articulations are already determined by relevant department chairs (e.g., the Department of Mathematics & Statistics for the Ways of Thinking: Quantitative Reasoning component).
- It was suggested that the draft bylaws pull back from language that makes it seem like material changes are only those that make the Core more challenging for students to complete. A proposed change that lowers the barrier significantly (e.g., reducing components from 3 credit hours to 2) should also constitute a material change.
- It was agreed that the changes to sections 1.0, 3.0, and 3.1 would be made and the draft would be brought back before the UCC in October 2025.

## 5. Discussion of Proposal for New Core Oversight Structure

- The Director of the Core shared that since many Associate Directors and UCC members are rotating off after May 2026, there is an opportunity to rethink how the oversight is structured and potentially make changes. She explained that revising the current oversight structure allows the Core to reduce its footprint & the service request it makes to colleges and schools. She highlighted the following proposed changes: merging the Ignite Seminar and Collaborative Inquiry Associate Director position; housing Dignity, Ethics and a Just Society (DEJS) under the Ultimate Questions Associate Director position; adding an Associate Director of Assessment and Professional Development; imposing a semesterly deadline on course submissions for inclusion in the Core.

- Members asked for clarification on the new semesterly deadlines, including their relationship to catalog deadlines and colleges' course editing deadlines. A member also asked if the deadlines apply to courses being resubmitted with revisions.
- A member suggested that Ignite Seminar and Collaborative Inquiry may be too different to warrant combining into a single Associate Director position.
- Members discussed if the changes made to reallocate workload still make sense for the curriculum (e.g., placing DEJS course review under the purview of the Associate Director for Ultimate Questions).
- Members pointed out that the proposed new oversight structure would change the way the CAS Faculty Council appoints CAS representatives to Core curricular subcommittees, so they encouraged consultation with the CAS Faculty Council's executive board.
- An Associate Director shared that from her experience chairing a Core curricular subcommittee, she was concerned that the proposed new structure removes the phrase "disciplinary experts" and leaves only ad-hoc reps. She would like to see the phrase "disciplinary expert" explicitly included and their positions on Core curricular subcommittees to be codified. Another member asked for more clarification on the presence and need for disciplinary experts beyond the single statement currently in the proposal. He also shared that the UCC should not leave it to CAS to make sure the appropriate representatives are appointed; a subcommittee could end up with members all with the same area of expertise.
- A representative from the Chaifetz School of Business pointed out a lack of balance between CAS and non-CAS representation on Core curricular subcommittees. He noted that each subcommittee only has one non-CAS representative, which dilutes non-CAS voices.

### **6. Preview of Matters Arising for the UCC in 2025-26**

- The UCC may produce a policy addressing double counting in the Core.
- The Core leadership team will begin searching for new Associate Directors who will shadow current ADs in Spring 2026 before starting officially in July 2026.
- SLOs 3 & 5 assessment will begin. SLOs 4 and 6 assessment will close the loop. SLOs 2 and 9 assessment will begin gathering data.
- Student engagement work will be designed and implemented.

### **7. Adjourn**