

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

## 1. Call to Order / Announcements

- The third annual Ignite Instructor of the Year Awards Ceremony was held December 2, 2025. This year, two of the Undergraduate Core Fellows gave out the awards to the winning faculty.
- At the last UCC meeting, the committee ratified the new oversight structure, and the Associate Director applications are now open. The call went out about 2 weeks ago. UCC members are encouraged to talk to the wider university body about the positions and answer any questions colleagues may have.
- The next UCC meeting will be on the first Wednesday of February.
- SLO 3 & 5 rubrics will be shared at the February or March meeting in 2026. The rubrics will be tested and then used for assessment at the end of May and beginning of June. Assessors will be recruited during the Spring semester.

## 2. Approval of Minutes from 11.12.25

- Natalie Floeh first approver; Nathaniel Rivers second; no opposition.
- Minutes approved.

## 3. Course approvals

### Ignite Seminar

CORE 1000:

*9-11 to Covid-19: Upheavals and History*  
*Cities of Women: Renaissance Feminism in Europe*  
*Empires on the Mississippi: Spanish St. Louis*  
*Refugees: Humans, Victims, Survivors, and the Journey to Healing*  
*The Body and the Image*  
*Water and Us: A Brief History of Society, Power, and Survival*

### Cura Personalis 2: Self in Contemplation

ART 3200: Painting

### Cura Personalis 3: Self in the World

FREN 4870: Self/Other: Travel Stories in French Literature

EDUC 4404: Student Teaching and Advanced Social Studies Method

**Reflection in Action**

EAS 4420: Environment and Conservation in Africa

**Writing Intensive**

SPAN 4180: Creative Writing in Spanish

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

THEO 2510: Christian Ethics: Questions, Challenges, and Approaches

**Global Interdependence**

LING 3040: Language Contact and Bilingualism

NURS 3447: Public Health Nursing for RNs

**Identities in Context**

HIST 1740: Peoples and Pandemics in History

**Ways of Thinking: Aesthetics, History and Cultures**

HIST 1740: Peoples and Pandemics in History

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

ANTH 4240: Primate Social Behavior

DIET 3600: Food Science

EAS 1080: Introduction to Environmental Science

LING 3010: Language Acquisition

**Ways of Thinking: Quantitative Reasoning**

EDUC 1604: Assessment for Learning and Evaluation

**Collaborative Inquiry**

THEO 3700: Reimagining Self, Society, and Workplace

(All courses approved)

- EDUC 1604 was disputed by one member who was willing to be overruled. Course was approved by the UCC.

**4. Discussion on Core Credit Hour Requirements**

- The Director of the Core gave a brief explanation of the Core's requirements and their associated credit hours as well as the attributed component guidelines before opening to discussion.
- A member suggested adding to the Core framing document in writing the rationale that some courses (e.g., Ignite Seminar and Cura Personalis 1) are not permitted to carry any attributes to allow focus on their course objectives.

## UCC MEETING MINUTES 12-3-2025

- It was pointed out that the separate credit hour minimums ensure that students take at least 32 credit hours, which exceeds the minimum HLC requirement.
- It was noted that an Ignite Seminar can count toward a major requirement only when that major of study has over a certain high threshold of required credit hours.
- It was also noted that no classes currently approved for the Core will violate this rule. The Core curricular subcommittees have never approved a course to count for more than one credit-bearing component, as they have all been operating by this rule.
- A member shared that codifying this rule ensures that students will have more experience across different departments and meet different professors. This caused pushback from programs with high credit hour requirements in the early days of Core development, but an agreement was settled on and ratified.
- Several members expressed agreement that courses shouldn't double count for multiple credit-bearing requirements.
- It was also noted that students with low-credit hour requirements run into other problems if they take courses that double count. They may find it difficult to reach the required 120 credit hours to graduate.
- A representative from Advising shared that, from the Advising standpoint, if courses that meet a lot of attributes are not baked into high credit majors, then those students end up banking on non-major courses that meet a lot of attributes. Unfortunately, there are not enough seats in those sections to guarantee they can take the course and get the attributes. Those students are then confused about whether they can complete a minor, since they do not know if they will need just one or multiple Core classes to complete various Core requirements. This makes it hard for students to plan.
- Another member mentioned that the Core curricular subcommittees should be wary of courses trying to count for more than one component because that is hard to accomplish pedagogically.
- It was also mentioned that when students search for classes to take in Courses@SLU, they isolate for attributes in their search. A student may narrow down to the few courses that count for the three components that they need, but the system does not present them options for courses that satisfy only two out of the three components.
- A member shared that the non-double counting is self-evident, and the group that designed the Core saw it as self-evident. Presenting the question reveals an issue with how we think learning works.
- It was noted that students still need to get to 32 hours of general education, and they would not have a guide for achieving that if they have already fulfilled SLU's Core requirements in less time.

- It was confirmed that adding this clarifying language would be a non-material change. If the change were made, it would be put in the Core framing document this academic year (25-26). At the end of Spring 2026, any/all updates to the Core framing document will be published to the wider university.
- A member pointed out that it is helpful to have this discussion now; since so many courses have been approved, the UCC can have a realistic sense of how many courses are counting for two, three or more Core requirements.
- The Director of the Core shared that the UCC would vote on this matter upon returning in February 2026.

### **5. Adjourn**