

## University Undergraduate Core Committee

October 26, 2022

Attendees: Lauren Arnold, Gary Barker, Heather Bednarek, Allen Brizee, Jamie Broeckling, Marissa Cope, Kyle Crews, Ellen Crowell, Renee Davis, Kim Druschel, Theresa Friederich, Judy Geczi, Jay Haugen, Jesse Helton, John James, David Kaplan, Grant Kaplan, Kathy Kienstra, Dan Kozlowski, Atria Larson, Jessica Leonard, Paul Lynch, Anne McCabe, Wynne Moskop, Maria-Jose Morell, Bruce O'Neill, Ben Perlman, Laura Rettig, Nathaniel Rivers, Steve Schoenig, Mike Swartwout, Bobby Wassel

### I. Call to Order / Announcements

- Funding is being secured for a full time Assistant Director / Academic Program Specialist for the University Core. This position will support the day-to-day operational side of the Core so that Director / Associate Directors have more time to attend smaller groups/settings to provide vision and answer questions from a more holistic point of view.
- Members of the UCC will be presenting on SLU's Ignite Seminar / Cura Personalis I course the First Year Experience conference in Los Angeles in February, 2023
- Core assessment planning for Summer of 2023 for SLO I Ultimate Questions is in progress. A rubric is being developed to guide instructors in the assessment of artifacts. There will be a two-day assessment in May 2023 with 10 people representing multiple departments, colleges and programs university wide. For St. Louis and Madrid there are 96 courses for Fall of 2022 and Spring of 2023. A representative sample of 380 artifacts will be collected.
- Assessment planning for Writing Intensive / SLO 4 will generate more 2022-23 assessment data in preparation for our next HLC visit, a 2025-2026 mid-cycle check in.
- Approved: September 28, 2022 meeting minutes.

### 2. Approval of Core course/experience submissions

#### Ignite Seminar sections

What Is a Human Right?  
Catholic schools in the U.S. and in movies  
The Frontiers of Global Catholicism in St. Louis  
Dissecting a timeline: Anatomy through the Ages  
Boosting Your Potential for Youth Mentoring  
Food as a Human Right  
Critical Readings in Black Thought  
Wish You Were Here: Postcards in History & Culture  
Global Identities in the French-Speaking World  
Think Again: Practical Lessons from Philosophy  
Rhetoric and Human Rights  
Beyond Self-Care: Tools for Building Resiliency  
Reasons for Poetry  
Conversations with a Mom, but Not Your Mom  
Algorithmic Justice  
The Culture Politics of Rap and Punk  
Lessons Learned: Ladies in Leadership  
The Narrative Healing Project  
Storytelling and Social Justice

## Film and Philosophy

### Reflection in Action

WGST 3510: The Structure of Poverty, Globally and Locally

### Eloquentia Perfecta: I Written and Visual Communication

EAP 1900: Rhetoric & Research Strategies for International Students

### Equity Global Identities: Global Interdependence -

CCJ 2050: Multiculturalism for Criminal Justice Professional

HIST 3250: World in Conflict Since 1945

### Equity Global Identities: Identities in Context

CCJ 2050: Multiculturalism for Criminal Justice Professional

### Equity Global Identities: Dignity, Ethics in a Just Society

CCJ 2050: Multiculturalism for Criminal Justice Professional

### Ways of Thinking: Aesthetics, History and Culture

HIST 3070: Catholic Traditions to 1540

HIST 3080: Catholicism Since 1540

MUSC 1000: Approaching the Arts: Music

### Ways of Thinking: Natural and Applied Sciences

EAS 2700: Sustainable Development in Latin America

3. Discussion: Core instructor development: unifying and streamlining approach.  
In response to numerous queries, from both UCC members and faculty at large, as to the length of some Core instructor training sessions, the UCC discussed how to streamline amount of time required for instructors teaching in Core areas that require development sessions. Associate Directors who run these sessions (in particular, Ignite and Writing Intensive) committed to reaching out to past session participants to determine what was most and least helpful, and what could be changed or added.
4. Discussion: Parameters/mechanisms around CORE subject code use  
The use of the CORE subject code is quite useful for areas of the Core that the UCC controls (CORE 1000-Ignite; CORE 1500 / 2500 / 3500 / 4500—Cura Personalis / Reflection in Action) but causes problems when used outside Core-specific requirements. Some of these problems include: course scheduling oversight; instructor evaluations going to Core and not to department/program; student confusion. Therefore, the UCC voted to use CORE as a subject code only for Ignite, CP 1,2,3, and Reflection in Action. is used when a course is approved as Core and isn't approved in other curricular processes.
5. Discussion: Evolving approach to Core credit articulation  
The invention of a university-wide Core has meant an evolving awareness of and approach to articulation of Core credit. The UCC was informed by the Core Director of five interrelated related but separate "buckets" of Core articulations currently overseen by the Core:
  - Pre-authorization for not-yet-admitted students (student athletes, potential transfers) **[process in place—Form 29 through AppExtended, routed to Core appeals]**

- Transfer articulation for admitted students [**process in place–Form 29 through AppExtended, routed to Core appeals**]
- Substitutions for continuing students [**process in place–Form 17D through AppExtended, routed to Core appeals**]
- Pre-authorization for students studying abroad
- Pre-authorization for students wanting to take courses off-campus in summer / winter sessions  
Core will work with Registrar and Advising to determine procedures and protocols for these articulation processes. Some of these processes are already in place (as noted above).

6. Adjourn