University Undergraduate Core Committee

November 17, 2021
Vitale Boardroom #340 (Cook Hall)
9:00 am – 11:00 am
Meeting Minutes

Attendees: [on Zoom:] Kyle Crews, Anne McCabe, Sophia Izhar, Ginge Kettenbach, Gary Barker, Elena Bray Speth, Dan Kozlowski, Kim Druschel; [in person:] Ellen Crowell, Nathaniel Rivers, Allen Brizee, Renee Davis, John James, Mike Swarthout, David Kaplan, Wynne Moskop, Sheri Anderson, Peggy Dotson, Heather Bednarek, Atria Larson, Steve Schoenig SJ, Bobby Wassel, Lauren Arnold, Jessica Leonard, Ali Fisunoglu, Judy Geczi, Jay Haugen, Marissa Cope

1) Call to order; Announcements; Approval of September 2021 minutes with revisions
- Recap of HLC meetings
- Sophia Izhar gave update on the meeting of the undergrad curricular fellows
- Update on Ellen Crowell's visits to Ignite seminars and overall excitement by students and express desire to remain involved in the Core and Ignite seminars
- Motion to approve minutes: *approved*.

2) UUCC Monthly Digests and Recommended Courses for Approval
- John James update on calculations for number of Ignite seminars; Madrid will schedule own; "locked Ignites" are seminars specific to programs that are high-credit-bearing and are restricted to students in those programs; John will be scheduling the unlocked or open Ignites, and we are at 57 open seminars for F22

Approval of Core course/experience submissions
   Courses APPROVED for Core component areas are listed by area below. **Please note:** if a course is submitted to count for more than one component area in the University Core, it must be recommended for approval **in all areas** before being formally approved by a vote of the full UUCC and then sent to the Registrar for inclusion in the University Core course catalog.

Ignite Seminar: Core 1000 – Approved
Core 1000
- A Medieval Murder Mystery: The World of AD 1327
- Swift's Satire and the Societies It Shapes
- The History of Science and its Impact on Society
- Introduction to Social Change Methods & Movements
- Crossroads: Establishing a Worldview
- Fairytales: Then and Now
- Compassionate Care in Clinical Health Sciences
- The Gods of the Others
- Mining for Literary Gold - St Louis Literary Award
- Humans as Occupational Beings
- Contemporary Issues in Food and Nutrition
- Athletic Trainers: Essential to Healthcare
- Togetherness in a changing world
- Church State & Displaced Person: Perspectives on Migration
- Is Passing the Goal? Managing Workplace Identities
- Equity and Economics in Education
- Disney Storytelling: Animation through Theme Parks
- Looking Ahead: Cultural Proficiency and You
- The Power of Health
- The Power of Laboratory Medicine
- Anti-Racist: History, Ideology, and Resistance
- Let's Play: Joyful Living and Learning

- Milestones in European History and Music
- Spanglish: What is that?
- Gender & National Identity through Women's Stories
- Behind Monalisa's Smile
- A Musical History of Spain
- An Ignatian Approach to Transformative Leadership
- Ensuring the Success of First-Gen College Students

Cura Personalis: Self in World – Approved
BIZ 3000: Career Foundations
HR 4860: Honors Professional Development and Vocational Discernment

Ultimate Questions: Philosophy – Approved
PHIL 1753: Life Examined through Writing and Dialogue

Ultimate Questions: Theology – Approved
THEO 1657: Dispute the Truth: Engaging Ultimate Questions in the Christian Tradition
SERV 1000: Ignatian Spirituality and Service

Equity and Global Identities: Identities in Context – Approved
CCJ 3450: Gender, Sexuality, and the Criminal Justice System
CMM 2300: Intergroup Dialogue
HIST 1730: Who Were the Romans?
PSY 4340: African American Psychology

Equity and Global Identities: Dignity, Ethics, and a Just Society – Approved
ENGL 3240: Reading the Female Bildungsroman

Equity and Global Identities: Global Interdependence – Approved
HIST 1730: Who Were the Romans?

Eloquentia Perfecta: Writing Intensive – Approved
ENGL 3240: Reading the Female Bildungsroman
ENGL 3280: American Literatures after 1865
ENGL 3470: Introduction to Shakespeare
ENGL 3550: Native American Literature
ENGL 3740: Medicine and Literature
ENGL 3850: Persuasive Writing
ENGL 3859: Writing Consulting Practicum
ENGL 3860: Public Writing
ENGL 3875: Conflict Writing
ENGL 4000: Professional Writing
ENGL 4035: Histories of Persuasion
IPE 4900: Interprofessional Community Practicum
POLS 4500: Russian Political Culture
SPAN 3030: Refining Spanish Expression: Grammar & Composition

Eloquentia Perfecta: Creative Expression – Approved
CMM 2550: Photojournalism

Ways of Thinking: Aesthetics, History and Culture – Approved
ARTH 3880: History of Photography

Collaborative Inquiry
CCJ 3350: Understanding Serial Killers
PHIL 3600: Science and Religion
IPE 4900: Interprofession Community Practicum

Discussion points:
- Could some Ignite seminars be connected in some way to Collaborative Inquiry seminars? For those students interested in another Ignite, we indicate that there are lots of opportunities in the CI. Ignite instructors could be approached and encouraged to shift focus and create related but different course as a CI.

3) Review and vote: UUCC policy on Core opt-in

- At previous UUCC meeting, the committee discussed the severe disadvantages, problems, complexities, and confusions that would arise (for students, assessment processes, certain departments, academic advisers, areas of the Core that cannot yet meet increased capacity) if we allowed an opt-in.
- Some Madrid students have expressed an interest in opting in, but Madrid faculty and departments are expressing similar concerns about capacity and time needed for transition to new Core.

Given the above considerations, the UUCC moves to adopt the following policy:

The University Core begins for incoming students in the 2022-23 academic year. Only students who entered SLU in 2021-22 academic year and whose programs required them to complete both an Ignite seminar and a CP1: Self in Community course in either Fall 2021 or Spring 2022 will be able to opt-in to the University Core.

Motion approved.

4) Discussion: UUCC and UAAC—guidance on how programs should express overlap of degree programs and the Core in the degree programs they submit to UAAC

- UAAC is asking for some sort of form or template that programs can use to map programmatic requirements onto the Core
- Registrar expresses his reservations about that kind of approach, because DegreeWorks should be up and running by February, and that tool is intended to help students, advisers, program directors to do this work, but it is updated electronically and takes care of variables such as 1818 credit, transfer credit, other exceptions and substitutions, etc.; DegreeWorks has degree audits plus roadmaps so that students can see what they are supposed to take in what suggested order. In short, DegreeWorks will do what UAAC wants plus more, and Jay Haugen does not want to discourage people from using it.
- Core AD's discussed the option of a kind of table to fill out, but this would encourage programs to fill it out, thus restricting students in programs to programmatic courses in the Core; this takes away the heart of the Core idea of breaking down departmental silos and encouraging students to take Core courses across multiple disciplines
- Peggy Dotson notes that undergrad coordinators and advisers will need to start mentoring in a different way: instead of looking for things that overlap or do 'double duty', we want to be encouraging, where possible, expansive exploration of the Core components in multiple courses; Dotson and Mike Swarthout emphasize that this is going to be a cultural shift where colleges and schools will have to adjust to no longer being in a position to tell their students what to take in the Core
- Ginge Kettenbach expresses a) confusion about whose job it is to check whether programs with tight requirements are keeping in mind all the Core requirements; b) concern about her school's programs being overly prescriptive, e.g., students must take *this* course that carries *this* attribute. How do we control this? Ellen Crowell: could suggest something like, you should take one AHC Ways of Thinking course that also carries the Writing-Intensive attribute. Jay Haugen: shows what students will see and how they can search for courses that count for particular Core components and/or carry particular Core attributes. Question about how to integrate co-curricular experiences into this search system, but Jay Haugen, Bobby Wassel, and Courseleaf staff are working on it.
- Decision at the moment: will not provide a template for UAAC but can revisit this topic and related issues

5) Adjourn