

Attendees: Ellen Crowell, Liz Burke, Patrick Cousins, Dyan McGuire, Robert Cole, Ben Perlman, Nathaniel Rivers, Hillary Ash, Joya Uraizee, Marissa Cope, Bobby Wassel, Kathy Kienstra, Ryan Day, Corinne Wohlford Mason, Atria Larson, David Kaplan, Paige Chant, Laurie Russell, Sophia Lee, Hana Rahman, Ali Fisunoglu, Natalie Floeh, Hamish Binns, Carolyn O’Laughlin, Elena Bray Speth, Annie Smart, Heather Bednarek, Benton Brown, Genevieve Keyser, Mike May, Lauren Arnold, Nicole Mispagel, Kathleen Armstrong, Natasha Case

1. Call to Order / Announcements

- Welcome to Hana Rahman, the incoming SGA representative for 2026-27 academic year. Welcome to Patrick Cousins, joining the UCC as the representative from the Office of Mission and Identity.
- The UCC positions for which CAS representatives are elected have changed. Positions are defined by curricular subcommittee instead of by division.

2. Approval of Minutes from 4.1.26

- Bobby Wassel first approver; Nathaniel Rivers second. None opposed. Minutes approved.

3. Course approvals

Ignite Seminar

NURS 3807: Conceptual Framework for Practice
CORE 1000: K-12 Education in Pop Culture

Cura Personalis 1: Self in Community

NURS 3807: Conceptual Framework for Practice

Reflection in Action

Global Career Readiness & Employer Engagement: UK-US Immersion (Co-curricular)

Writing Intensive

CMM 2120: Message Design

Dignity, Ethics and a Just Society

SOC 1500: The Urban Community: Race, Class, and Spatial Justice

Identities in Context

PHIL 4130: Perspectives on Knowing: Gender, Race, and Beyond

Ways of Thinking: Social & Behavioral Sciences

SOC 3490: Sociology of Mental Health
POLS 4680: Hackers, Artificial Intelligence, and Politics

Ways of Thinking: Natural and Applied Sciences

GIS 2010: Introduction to Location Science

Collaborative Inquiry

EDUC 4700: Unveiling the Color Line—Investigating the Formation and Segregation of St. Louis School Districts

EDUC 4854: Methods for Teaching Emergent Bilingual Learners

(All courses approved)

4. Proposal and vote on language revision to Core Curricular Framing Document (v 3.0)

- The Assistant Director of the Core gave a summary of the proposed changes to language in the Core Curricular framing document. Changes include: pulling Reflection in Action out of Equity and Global Identities attribute suite, guidelines on how courses carry credit-bearing components, updates to CCLO 1 and CCLO 4 of SLO 6.
- Dyan McGuire made first motion to approve changes; Lauren Arnold made second motion. All members voted in favor; none opposed. The changes to the Core Curricular Framing Document were approved.

5. Proposal and vote to approve the rubrics for SLOs 3 and 5 assessment

- Kathleen Armstrong made first motion to approve rubrics; Bobby Wassel made second motion. All members voted in favor; none opposed. SLO 3 and 5 rubrics were approved.

6. Presentation on the SLO 2 and SLO 9 final assessment reports

- The Associate Director for Collaborative Inquiry presented the finalized findings of SLO 2 assessment to the UUCC:
 - Reasonable distribution of Introduced, Developed, and Achieved-level artifacts were found. Slightly more than half of students are not hitting the Achievement level, so there is still work to be done.
 - Just over two-thirds of CI courses are at the 3000-level, meaning most students experience CI as a Junior year class rather than as a Senior capstone. This is good because it gives a chance for CI to have an influence on students' remaining college careers (e.g., picking up a minor).
 - Four recommendations from the Collaborative Inquiry curricular subcommittee based on assessment findings: (1) mandatory training for CI instructors, (2) modifications to the Solution & Innovation CCLOs, (3) change to the curricular map, (4) changes to assignment design of the signature project.

- It was noted that the high frequency of group projects in CI courses may be a unique challenge to assessment of SLO 2.
- The Associate Director for Cura Personalis and Reflection in Action presented the finalized findings of SLO 9 assessment to the UCC:
 - 63% of artifacts were rated at the Achieved level.
 - Artifacts from students who completed co-curricular activities were rated at the Achieved level at a slightly higher rate than artifacts from students who completed courses. It was suggested that this may be the case because co-curricular activities are designed with community engagement at their heart, whereas this may not be the case with courses.
 - Three recommendations from the Cura Personalis and Reflection in Action curricular subcommittee based on assessment findings: (1) redesign the artifact prompt by taking out unnecessary questions and enforcing the minimum word count, (2) focusing on instructor development, (3) encouraging self assessment by instructors/leaders for the fidelity of RIA courses and activities to SLO 9.
- Genevieve Keyser made the first motion to approve both final reports; Nathaniel Rivers made the second. One opposed; all remaining voted in favor. SLO 2 and SLO 9 final assessment reports were approved.

7. Proposal and vote on friendly amendments to University Core bylaws

- The Director of the Core summarized the friendly amendments proposed for the University Core bylaws: update to permanent secretary position (Program Coordinator instead of Program Assistant), two permanent positions added (representative from Reinert Center for Teaching and Transformative Learning and representative from Office of Mission and Identity), updating the terms of service of the Director of the Core.
- It was asked if there would be a maximum number of renewable terms for the Director position. It was advised that there not be a maximum to the Director's terms to ensure that an experienced Director can stay on to onboard/ease transition if there is a year in which there are several new Core Associate Directors.
- Annie Smart made the first motion to approve the friendly amendments; second motion was made. All voted in favor; none opposed. Amendments to University Core bylaws were approved.

8. Final thoughts from UCC members rotating off this year

- A representative from the Chaifetz School of Business shared the main point of focus in her school should be faculty engagement with the Core.

- A representative from the College of Arts and Sciences shared that now that there are fewer courses to approve, the Core curricular subcommittees can focus on preventing/correcting drift in courses inherited by instructors who did not originally submit the course for Core inclusion. She also shared that if we are to provide the holistic experience to students, we need to engage faculty (e.g., yearly showcase in which instructors share what their students are doing in their Core classes). Another CAS representative shared concern that faculty may become overwhelmed taking on larger departmental workloads as well as Core engagement.
- A representative from the Student Government Association encouraged faculty to seek out conversations with students and to ask their perspective on the Core. She shared that it is difficult to get students to come to Core events because it's hard to get students to come to any event. She added that some students are mainly focused on their major and career and do not have interdisciplinarity and self-reflection at the forefront of their mind.

9. Thank you and good-bye to Associate Directors rotating off!

10. Adjourn