



Undergraduate Academic Affairs Committee Minutes

September 3, 2026

9:00 am – 10:30 am

VRH 219

Members in Attendance: L. Dorsey, A. Alagic, M. Cope, J. Cox, K. Crews, R. Crowe, E. Crowell, P. Dotson, J. Haugen, T. James, C. McGroarty, G. Merys, N. Mispagel, J. Nichols, S. Nickell, B. Perlman, H. Rahman, H. Reiter, L. Russell, B. Wassel, R. Wray, A. Zampaulo

Absent/Excused: R. Rosenberg

Guests: Kathy Johnson, Christine Jacobs, Chad Miller, Steve Sanchez

Member Representation Unidentified: Faculty Senate, Madrid Campus

Call to Order: Dr. Dorsey called the meeting to order at 9:00 am.

I. Introductory Remarks – Provost Johnson

The committee should think creatively and strategically about undergraduate curriculum and policy and consider what the university needs to do in this space. Are our structures, policies, and processes enhancing the quality of the student experience—or are they creating unnecessary barriers to student learning and success? The committee has an opportunity to foster a culture that values quality, creativity, flexibility, transparency, and trust, while ensuring that students are able to demonstrate the full breadth of what they have learned and accomplished

Key areas for consideration include:

- **Transfer student costs and state policy:** Explore how curriculum and policy decisions intersect with transfer student costs and state legislative priorities.
- **Competencies and student learning:** Think more intentionally about competencies and how we define, assess, and communicate what students learn both inside and outside the classroom.
- **Accreditation flexibility:** We should examine whether established processes and assumptions are limiting our ability to innovate. The Higher Learning Commission (HLC) is often more flexible than we assume.

- **Moving beyond entrenched processes:** We can become stuck in longstanding habits and processes. We should continually ask whether those processes are serving students effectively.
- **Quality and creativity:** Quality must remain central to our work, but quality and creativity should not be viewed as competing priorities. We should seek opportunities to advance both.
- **Recognizing co-curricular learning:** Consider whether student accomplishments and learning experiences outside the traditional curriculum can be represented on the transcript. Leadership development is one potential example.
- **Helping students demonstrate achievement:** Develop a more holistic approach to documenting and communicating student learning and accomplishments so that students are better able to demonstrate the full range of their educational experiences.
- **Assessment of student outcomes:** Consider how we can more effectively assess student outcomes across both curricular and co-curricular experiences.
- **Cultural change:** Cultural entrenchment can be a significant obstacle to innovation. Meaningful change may require greater transparency, trust, openness, and willingness to reconsider how we approach our work.

Ultimately, the committee should maintain a holistic conceptualization of student learning, with a consistent focus on the quality of the student experience.

Changes to Curriculum Structures and Processes

We should consider ways to streamline and strengthen the structures surrounding curriculum meetings and proposals.

- **Committee and leadership structures:** CADD will be eliminated and replaced by the Provost Leadership Council.
- **Pre-proposal process:** A new pre-proposal process will be introduced for new degree programs. The intent is to establish a clearer understanding of the purpose and viability of a proposed program before a full proposal is developed. Questions should include:
 - What is the goal of the program?
 - What is the available market or student demand?
 - What function will the program serve within the university?
 - Will graduates have meaningful employment opportunities?
 - Who needs to be involved in developing and evaluating the proposal?
- **Collaboration across academic units:** We should consider how curriculum can be shared more effectively across units and how opportunities for collaboration can be identified earlier in the process.
- **UAAC review:** Proposals submitted to UAAC should move forward with a different focus and be stronger as a result of the revised process. These changes will have a significant impact on the work of this committee.
- **Provost approval:** The Provost will approve all new degree programs.

University CORE

University CORE is a significant strength of the institution and something that is treasured. At the same time, we should consider whether greater flexibility is needed for certain student populations, including:

- Transfer students
- Returning adult students
- Veterans
- Students who already hold a bachelor's degree

For these populations, alternative approaches—including different versions of experiences such as the Ignite Seminar—may better meet their needs.

UUCC Structure

One recommendation is that the University Undergraduate Curriculum Committee (UUCC) become a subcommittee of UAAC. This structure could create greater alignment and coordination between the two bodies.

A second recommendation is that UUCC consider waiving the CORE requirements for post-baccalaureate students. We should examine practices at other institutions as part of this discussion. For example, Loyola University Chicago has been raised as a point of comparison.

If a student has already completed a bachelor's degree, we should carefully consider whether requiring that student to complete another full CORE represents meaningful educational value or instead creates an unnecessary barrier.

The guiding principle should be that the CORE serves students and advances their education rather than becoming a barrier to completion.

II. Approval of Meeting Minutes – May 7, 2026

- Minutes were approved with an edit to move “Russian Studies” from the “Major” section to the “Minor” section. Motion to approve by Ben Perlman and Andre Zampaulo.
- New committee members were introduced by Lisa Dorsey.

III. Academic Program(s)

- **Majors** — None.
- **Minors** — None.
- **Concentrations** — None.
- **Micro-credentials** — Sustainable Foods (CIM 835): This proposal will not be moving forward at this time. The University is pausing new micro-credentials for the current year and will take a more intentional approach to future development. Concerns include the limited market and participation opportunities for some micro-credentials. Information about the pause should be communicated to colleges and schools through UAAC representatives.
- **Certificates** — None.
- **ABM** — 7-Year BS+MD Acceleration Program: Christine Jacobs and Chad Miller
The 7-year BS+MD will focus on an accelerated pathway for exceptional undergraduate students interested in medicine. The program will initially target approximately five students, with enrollment evaluated for possible expansion. Discussion included CORE requirements, admissions criteria, GPA expectations, class rank, standardized testing, service, leadership, and student

academic performance. The correct GPA benchmark was confirmed as 3.65, rather than 3.5. Students will have two advisors, one on North Campus and one on South Campus. The advising model is intended to provide mentorship and developmental support in addition to traditional academic advising. Pre-health office support and regular office hours will be available. Students will have an off-ramp at the end of the junior year if they do not continue in the medical pathway; students who exit remain eligible to apply to medical school.

Admissions requirements and eligibility were discussed, including SAT/ACT requirements and the current U.S.-citizenship requirement. The MCAT is expected to be taken during the junior year. Students will work with the Pre-Professional Health Office for support. The accelerated structure may require flexibility and approval from the undergraduate program.

The first proposal submitted to UAAC for a vote is Nutrition **and Dietetics, B.S. to Medicine, M.D.** Additional undergraduate programs may be developed using similar accelerated pathways. Biology is actively developing related proposals, with potential proposals anticipated for the October UAAC meeting. Other academic programs have also expressed interest in developing additional undergraduate pathways.

- **Informational Items** — None.

IV. Old Business: Academic Program Proposal and Policy Approvals/Closures

- **Academic Programs** — Russian Studies Minor (CIM 120): Closure was approved by CADD and the Provost on May 27, 2026.
- **Academic Policies** — Dually Listed Course Policy: Approved by CADD and the Provost on May 27, 2026.
- **Academic Policies** — Microcredential Policy Revision: Approved by CADD and the Provost on May 27, 2026.

V. Policy Review

- **Policy on Credit by Assessment via the American Council on Education (ACE) – Revisions:** Proposed revisions would expand the policy beyond military students to include other individuals and establish clearer guidelines. The committee discussed the need to make the policy understandable to students, advisors, and deans and acknowledged that determining applicable credit will not always be completely straightforward. ACE-approved coursework will be reflected in Transferology. Students with questions will be directed to the Registrar's Office. A clean version of the revised policy will be presented at the October meeting. Members were asked to share the revisions with their academic units and provide feedback.
- **Future UAAC Review:** Financial processes affecting students may require a tighter timeline for UAAC review.
- **Undergraduate Enrolling in Graduate Coursework:** The committee will revisit and codify this policy, including the current six-credit maximum. The work builds on discussions and flexibility developed during the previous year.

- Course Extension Policy – Revisions: The current one-year period for completing work associated with an incomplete (“I”) grade was discussed. The committee is considering reducing the period to six or three months. Financial aid implications necessitate further tightening of the timeline. The number of outstanding “I” grades and their impact on financial aid eligibility will also be considered.
- Cross-Listed Policy: Revisions are under review.
- Repeat Grade Policy – Revisions: At the University level, there is currently no limit on the number of times a student may repeat a course; however, recent changes in financial aid limitations may effectively restrict the number of repeats a student can fund. Individual academic programs may establish their own limits; some programs currently limit students to two attempts. This policy will be reviewed and updated to reflect the federal guidelines.

VI. Discussion Item

- UAAC Committee bylaws have been revised to incorporate the changes discussed by the provost.
- Additional work is needed by the UAAC committee to strengthen and clarify the CORE bylaws.

VII. Announcements

- Academic Support Announcements– Peggy Dotson:
- SLU has expanded its tutoring options to include on-line tutoring for nights and weekends. Students will have access to [Tutor.com](https://www.tutor.com), an online tutoring platform available through the Apps Dashboard. Additionally, the service can identify students who are struggling and connect them with tutoring or other academic support. The average wait time is approximately 60 seconds, and students can request specific tutors. Test preparation is also available; i.e., MCAT, LSAT, etc. The service is free to students and operates under a one-year contract with a predetermined number of hours; the University pays only for minutes used. Members were encouraged to share information about the service with colleagues. The Student Success Center will continue to offer in-person services Monday – Thursday, 11:00 a.m. – 7:00 p.m.
- Academic Alert - Students receive email notifications when an academic alert has been issued. The absence of an immediate visible change in student behavior does not necessarily mean the student has not been notified. The committee discussed whether faculty should also be alerted when a student receives a notification. The issue may be discussed further.
- Academic Fair - Members were encouraged to promote student participation in the Academic Fair.

Next UAAC Meeting — October 1, 2026.