

Undergraduate Academic Affairs Committee – Saint Louis University
UAAC meeting minutes 12/3/21 and UAAC Sub Meeting 12/9/21

Present: Chair, Rob Wood, PhD, Michael Elliott, PhD, Debi Lohe, Jennifer Rust, Debbie Pike, Denise Sleet, Elizabeth Goekel-Blessing, Ellen Crowell, Gary Barker, PhD, Gary Bledsoe, PhD, Gina Merys, Jay Haugen, Hesse Helton, Joseph Schaer, Laura McLaughlin, Leah Sweetman, Lisa Fischer, PhD, Marissa Cope, Merlene Gilb, Molly Schaller, PhD, Sabrina Tyuse, Tyler DeShon

Associate Provost Rob Wood, PhD the UAAC meeting was called to order at 9:09 am.

Reports/Proposal/Policies from Committee Members:

FYI Distance Programs - Debra Lohe, Ph.D.

Over the last 5 years we developed University Standards and processes to ensure on-line learning compliances with the HLC, and the US Department of Education. These efforts took place primarily through the Distance Education Committee populated by SLU Faculty.

When we think about new programs proposals or substantial change requests that involve the conversion from face-to-face to online course delivery, we need to connect the dots. Oftentimes support documentation is required that may take several forms including but not limited to letters of support, endorsements, or documents from the Distance Education Committee. The purpose of this documentation is to show that all involved and affected units are on the same page working together to meet the compliance regulations. A recent GAAC request served as the impetus for this discussion. As Debra explained:

“We are trying to see how we can connect the dots and before I elaborate more, I do want to remind everyone I am saying “distance” instead of “on-line” because any program in which a student can take 50% more of the courses at a distance is a distance program, no matter what you think the program is. In saying this, giving all the things that have happened with the pandemic we are now turning our attention to, yes, what lessons we have learned as an institution from that and if everyone wanted to let students zoom into any in-person classes, we would then be converting all our ace-to-face distance program sin a minute.”

The Distance Education Committee has been working through a set of questions program leaders would need to answer for the Distance Education Office about a new program or a change to add a distance or convert to a distance. The committee plans to work with them to ensure all the timelines are in place for compliance of that program and then the committee would give a letter of recommendation to UAAC/GAAC or the proposer. Under this plan, when you get such packets they would come with a variety of letters of support, which one would come from the Distance Education Office. Debi has been in contact with the Registrar’s Office to see how this would look and in addition, conversations with the Provost have taken place.

The key thing to remember is that Distance Education Office would like to partner with program to ensure that new programs or substantial changes aligned with the University’s priorities and standards for distance education.

Rob Wood commented for UAAC and GAAC, since we now have the 3-year sunseting clause in place, both UAAC and GAAC have compliance representation from Marissa Cope. Marissa would offer guidance to both UAAC and GAAC. We have been allowed a little more entrepreneurial

development, in terms of some programs, for the recent GAAC distance request, (this gave GAAC a pause) and therefore this issue came up.

FYI - Sunsetting of Blackboard – Debra Lohe, Ph.D.

An announcement was made with updates and reminders about the Blackboard shutdown and our continuing migration to Canvas. Please follow-up with Debra via email if needed.

Blackboard understands for those students who took an incomplete last summer if they were given a year to complete their work, that would fall at the time that nobody has access to IT. We understand there is some work to be done to identify those cases. We want to make sure we work with the faculty and those courses to pull everything out (gradebook, files, etc.). If anyone believes there are any other scenarios that could arise when someone might need to fulfill any other requirements and they will need blackboard access, please email me those scenarios.

Information was also obtained from Newslink: **Blackboard: The Final Countdown** I can now confirm that Blackboard access for faculty, staff, and students will end on Friday, May 20, 2022. Now, it looks as though a long-term archive of existing Blackboard courses likely will not be feasible (mainly due to changes Blackboard has made in recent years to move away from offering an archiving service). This means **if you wish to preserve course materials** from existing Blackboard courses **you should either (1) obtain those materials yourself** (download individual files from old courses or follow the instructions [here](#) to export the whole course in a way that can later be imported into Canvas) **or (2) request that a past Blackboard course be migrated to Canvas** (by completing [this Google form](#)). Over the next few months, I will share regular updates and reminders, to ensure you have ample warning before Blackboard closes permanently. **Canvas: Winter Session and Spring Semester Course Migration Support** Winter Session and Spring semester course shells are available in Canvas. As a reminder, if you want assistance migrating a course from Blackboard, complete [this Google form](#). If you do not see your Winter or Spring courses in Canvas, check with your department/program to make sure you have been linked to the appropriate course(s) in Course Leaf (CLSS). You will only see in Canvas courses for which you have been assigned as an instructor in CLSS. **Canvas: Summer Course Shell Availability** Summer course shells will be loaded into Canvas in mid-February. If you would like to migrate a summer course from Blackboard earlier than that, complete [this Google form](#), and the Course Migration Team can create a Sandbox in your account specifically for that content. Finally, for those seeking Canvas training, there are still virtual sessions scheduled for December and January. Information about available training (including links to the registration forms) may be found [here](#).

FYI Only - Parks College of Engineering –Civil Engineering Curriculum Revisions (2 attachments)- Gary Bledsoe, Ph.D.

The curriculum for the Bachelor of Science in Civil Engineering was modified to incorporate the new University Core Curriculum and provide more flexibility for students to tailor their degree to better suit their career goals and interests. The number of credit hours remained the same at 125, which consists of approximately 50 courses. Of the 125 credit hours, 29 credit hours ($29/125 = 23.2\%$) accounting for 13 courses ($13/50 = 26\%$) were deleted to incorporate the necessary changes. This is not considered a substantial change. Thus, it is submitted for informational purposes.

- 12-9-21 UAAC Sub-Committee the Civil Engineering Curriculum Revisions were an FYI and no approvals are required.



Civil Program
Changes Summary L



Civil Engineering
Core Curriculum Fin

Discussion highlights regarding the Civil Engineering Curriculum Revisions were:

A comment was made regarding the Core Curriculum proposal on page 8, it states: Similarly, students can take BIZ 2200 to satisfy the Reflection-in-Action attribute, which is a 1 credit course that would not count towards their major requirements.

This is a business school only course, and it does have a pre-requisite of BIZ 1200, it is a part of the cohort base service leadership minor, and it is restricted to Business students. This will not affect the overall proposal, however, if other Parks programs believe this is a way to satisfy that attribute, the committee wanted to let you know upfront because this will not work.

Jennifer said, I have heard about this a lot lately and how this is going to be integrated into the Core and it is a concern: Ellen responded: Engineering the best places to talk about this because they piloted and could it work. Parks, Doisy, Nursing and SPS will be one of the first places to have all students will be required to take. This is a course that is true to the spirit of the idea of the Ignite Seminar and I can say the UUCC has known this was going to happen because this is important and part of our explicit agreement with the four colleges I just stated. Over time this could changes is colleges want their students to have greater flexibility in the first-year courses they might, overtime programs might shift and the UAAC might see shifts in programmatic requirements in the years to come as the Core gets launched. This is exactly in line with the UUCC agreed. Jennifer R has concerns; she finds is troubling and concerning and she does understand it and we need to make compromise and wanted it noted that she is not in favor of this new shift Ellen spoke of.

Parks was one of the first colleges to pilot the Ignacio Seminars and would this work. Parks, Doisy and Nursing and of course, SPS will have dedicated Ignite Seminars that are required to take. This does not mean the instructors.

School of Education – Molly Schaller, Ph.D.

The minor in Education is being redesigned considering the newly redesigned Bachelor of Arts in Education. The minor utilizes the strengths of the B.A. by engaging interested students in the five compass themes of Identity, Purpose, Context, Inquiry, and Praxis to assist all students who see themselves entering from all over campus, often interested in having a role that will enter schools as occupational therapists, physical therapists, speech, language and hearing specialists, athletic trainers, or as content specialists who may be planning to teach in schools where certification is not required (private or Catholic schools). The Teacher Learning Community Seminars (TLCs) are purposely designed to engage these experiences to build robust learning communities for students. The redesign of the minor in education program is intended to continue to serve the population of traditional students at Saint Louis University.

Our current curriculum is very complicated and when we designed the new major (approved in October 2021) we knew that the new minor would only encapsulate in courses. A benefit for students who knew they will or want to be occupational therapist and/or speech language experts the program has a community development component, a teacher learning community, which is typical for schools where folks come together, take cross disciplinarians respective about issues and challenges we face with working with kids in schools and this is a cross-disciplinary part of the program and this will be very welcoming for students coming across the campus.

- 12-9-21 UAAC Sub-Committee unanimously approved School of Education/Educational Studies – New Undergraduate B.A. Minor/Education. The new minor will now be presented and placed on the agenda at the next Council of Academic Directors Deans (CADD) and Board of Trustees meeting.



Approved UAAC
Sub 12-9-21 UAAC P

Only an FYI - CPHSJ – Joe Schaeffer, Ph.D.-CCJ Program School of Social Work –

Based on the current curricular review, the Criminology and Criminal Justice committee (CCJ) determined that there was a need to restructure the CCJ Major core and electives. We moved several electives up to require within the major to respond to need and desire for CCJ courses focused on CJ systems components (e.g., police, law, corrections) and diversity, equity, and inclusivity issues pervasive in the CJ system (e.g., CCJ 3500 Race, Ethnicity, and the CJ System and CCJ 3450 Gender, Sexuality, and the CJ System). We reduced the number of elective courses to balance the addition of the CCJ core/required courses – the total credit hours for the major increased by 3 (was 39 credit-hour major, proposal is for a 42 credit-hour major). Additionally, we updated our curriculum and advising sheet to reflect the implementation of the new University Undergraduate Core Curriculum that will roll out next academic year with our major revisions. (See attached documents.)

An updated BA in Criminology & Criminal Justice to be in line with the implementation of the new University Undergraduate Core Curriculum as its rolled out next AY (2022/2023).

- For the 12-9-21 UAAC Sub-Committee this was an FYI only. The new updated BA Criminology & Criminal Justice documents are below.



Substantive



CCJ Major



BACCJ Major with
Program Change ReRequirements (AY20:University Core (AY21

INTO/English – Path to BSN Progression - Lisa Fischer, Ph.D.

New Undergraduate Pathway that will serve as a progression route into the BSN degree. This is a new pathway working on the module that we have for the other undergraduate pathways, in which progress into most of the degree programs we have at the University.

The new undergraduate pathway is for students who are at a high intermediate language proficiency and they do not need full time English language studies, as other students do in our lower level of the ESL program study. Students in these programs can take some classes in their degree programs while they are building up their English. We did not have a progression route through to the Nursing Program, but we are working to receive a cohort of students from Saudi Araba (SA students) to support their medical city projects. These students are going to need English language instructions, prior to entering the Nursing Program full-time. It is important to note: This pathway is being built to support only this specific cohort of students. As such, this is not a public program, and thus it is not open for general admissions and would just be this single cohort of students. The SA students are likely to come in at different language proficiency levels, so it is likely that we will not be seeing all of them entering this pathway at the same time. When the SA students come in, we will access their language and sort them into the appropriate proficiency level and then move through the nursing pathway. Once those students reach the appropriate English proficiency level, they will be ready for direct entry into the Nursing Program. This is a pretty modest cohort as we expect about 12 SA students. The SA ministry is looking to coordinate smaller cohorts of students so they have the opportunity, or perhaps the pressure to integrate into the University community a little bit more, as opposed to a giant cohort that would become a little bit more locked together.

Discussion highlights regarding the Path to BSN Progression were:

Gary Barker said he saw it noted on the overall perspective of the Saudi government that we are about to launch a new core and I see on the pathway curricular route that the Arts & Sciences courses are old, or what is currently true and I know you are aware of that some of the things that are listed are not relevant or be appropriate. What is the plan, will you just adjust when you know what is available to adjust to?

Lisa Fischer stated that was our plan and at the time when we built the track, over the summer, The School of Nursing had not yet finalized the components of its core and the pathway is mapped onto their first-year curriculum and our plan is to revisit over the Spring semester, as Nursing has a little bit more of a sense of the courses that are going to slot in and then we will begin to substitute in as we know what the courses are, so U101 would be coming out and we would then be starting to think about CP1 and where Ignite Seminars would plug in and some of the other outdated courses would fall out. Lisa would be working with Kris to learn how they are updating their curriculum and we will mirror that back into the pathway. We plan to follow the same procedure for other pathways as we start to see any new core courses coming through.

Denise Sleet wanted to confirm that the transition for pathways for students is going to be the same as all the other pathways, from a transitional process from advising from in to into to schools and colleges and wanted to make sure this is going to be similar.

Lisa said yes and we are working with my advising colleagues in Nursing to see if, and when they are connecting with the students during the pathway semesters rather than at the end of it which is kind of our usual practice because the students may need more of that integration into the degree program based on when they are joining the cohort when they are starting to take that first rather than general course when they take that first nursing course. We might be hitting this a semester early rather than we do with our other transition programs.

- 12-9-21 UAAC Sub-Committee unanimously approved the Path to BSN Progression and no further approvals are required.



Nursing (BSN)
Undergraduate Path

Richard A Chaifetz School of Business – Debbie Pike, CPA

9 undergraduate BS Degree Curriculum Program Changes (mainly Core & unsubstantial changes)

Each program needs to make those requirements and we stopped using the word core and we are using Common Body of Knowledge.

The Chaifetz A&S Core is revised to reflect integration of the new University CORE (effective Fall 2022). The *Business Common Body of Knowledge* was increased by one 3-credit hour class to comply with AACSB Accreditation Standards. Finally, a 1-credit hour 1^o-year course is added “Business in Actiou” and a 1-credit hour 4th year course title “Business Capstone” was removed.

The Business school has 9 different degree programs, but as Ellen referred earlier, we have our business common body of knowledge which each of the 9 degree programs all must meet the same requirements. We have the 9-degree programs and they all must take that common body of knowledge and additional courses specifically to their major. Example: Marketing versus Accounting, etc. The changes that are being proposed here effect the SLU Core, which is part of what we use to call our Arts & Sciences core, as well as changes to the Common Body of Knowledge.

For the SLU core, there are a couple of courses that are business courses that will meet the core requirements and when we were talking about things that would overlap there is a first-year experience class already in the Business school (BIZ-1000) that has been adapted to meet Cura Personalis (Core 1500) and there is a class International Business class that is part of The Common Body of Knowledge that is the Global Interdependence attribute and has been approved for that. The core 3500 we have a BIZ-3000 class that is already, which is Career Foundations that meets that self in the world part of the core.

We established specific course requirements designed to meet the core requirements. Specifically, for the Math, the quantitative reasoning ways of thinking our students must meet with survey Calculus or Calculus I, because this is going to be a pre-requisite and is necessary for other classes in their business program.

We, as an undergraduate curriculum committee, committed before next year's catalogs completion deadline that we would revisit the courses that have been approved by the Core. The caveat here is that right now, we do not know what courses are going to be approved for the core that would be the best fit for Business students. In some cases, the committee was very specific about what courses the students would need to take, knowing that we may revisit it. Example in the Social and Behavior Sciences, we have specified that our students will need to take Psychology 1010 because we believe it is important for Marketing and Management, etc. further in the curriculum. There is a Serial Killer's class approved in the Core, which might be interesting, but it is not as valuable in the core to a business student for their overall degree program.

We are also making in this proposal some minor unsubstantial changes to that Common Body of Knowledge and we are removing a 1-credit hour Capstone class because many of those elements are going to be integrated into another existing last semester course. We are adding an additional first-year experience class to begin to more formally to include skills based elements to help our students get prepared for jobs that do not exist today. We are adding 1, 3-hour class, which is an existing class, but will now apply to all students because it will be in the Common Body of Knowledge, which is the Data Modeling Analysis & Visualization course, which is needed for us to be able to show the technology flexibility that is required by the new 2020 AACSB Business Accreditation Standards. It is overall a 3-credit hour changes, but if you look at these as an absolute value then it is 5-credit hours.

Side Note: Our college has stopped using the word "core" and we do not call it the common core for SLU we call it SLU Core and Common Body of Knowledge to try and get that differentiate consistent. It may be helpful to start thinking about common knowledge of terminology for the University overall.

Discussion highlights regarding the 9 undergraduate BS Degree Curriculum Program Changes:

Jennifer Rust does not have any questions about what was presented. However, she has heard about this from the English side and wanted to hear the Business School side regarding English 4000, Professional Writing and how the Deans have discussed funding more teaching in this area. What is your take on what you precede the need from the Business side and is it your understanding that this class needs to fill collaborative inquiry in the Core, or is this not a major concern?

Debbie Pike said, where we are on the faculty assembly is that there was no official endorsement of English 4000 of the students, but I will tell you that our Academic Advisors have expressed that there is a pent-up demand for that class and there are never enough seats. From my colleagues in Madrid whom we have worked with, they have been requesting a section or two of that for several years, so there is demand from that side of pond as well. Fundamentally, as it stands, the requirements for the writing intensive attribute do not fit the Business School curriculum. Our most writing intensive class that all students take is the Legal Environment Business Class and we are not going to have attorney's teaching classes, with 20-1 class limits.

This is not a good use of our resources, and frankly legal writing is not exactly Business writing and it does not feel as that is a good fit. Our students are going to likely need to meet this requirement outside the Business school anyway, and we believe the English 4000 is the best way for our students to meet that, even if it isn't mandated. We anticipate, particularly if it does get approved for collaborative inquiry, that our demand will be extremely high for that class. That is why we worked with the English department and the Dean of Arts & Sciences to get ahead of this because our students are going to have to meet it in the Core and if they cannot meet this within our school we will need help and we want to be upfront about this.

- 12-9-21 UAAC Sub-Committee the 9-undergraduate BS Degree Curriculum Program Changes were an FYI and no approvals are required.



UAAC Program
Change Report- Ch

FYI - Clinical Health Sciences FYI – Elizabeth Gockel-Blessing, Ph.D.

Program Change – Medical Laboratory Science program decided to discontinue 2-tracks. One is the pre-med scholar track and the second one is the Pre-PA/PA Scholar track. We have very few students in these tracks at any given time. Given the very rigorous curricula in these tracks, coupled with the task of ensuring that the core courses are integrated, it is not feasible to keep. Both tracks will be removed beginning in the 2022-2023 Academic Catalog.

The Clinical Health Science Department will notify Eva Gonzalez of these changes.

- 12-9-21 UAAC Sub-Committee the Clinical Health Sciences program change were an FYI and no approvals are required.



UAAC-INFO
ONLY-REMOVAL OF

New Discussion – Gary Barker – What Constitute 30% Program Change:

The use of word Core and the Core within, I will call the major, and then there is the University Core, this is going to be profoundly confusing to students, advisors, and if there is a way we could get away with using the Core, (except when it needs to be used with the University Core), I think it will serve everybody well. I am having this conversation within units of Arts & Sciences because there are places where this happens as well and I am trying to steer them away from it.

Rob stated he likes major area requirements. Ellen Crowell concurs with Gary Barker and felt this was a little nitpicky, but I know various places on our campus and use the word Core and it is not territorial and think this is going to cause a lot of confusion for students, and the more we can get away from using the word “core” for anything other than general education at our University, the better it will be for our students who are already navigating with it in the fall are already confused because we use the word “core” in so many different ways across our colleges and schools.

Rob asked if it would be to bold to ask UAAC/or suggest UAAC to use common language around some of these things we can follow and I do not know the appropriate wording is, but major requirements areas could be a suggestion. Let us table this and Ellen said another place that had some common confusion (and we do not call it Core anymore) but there are places with the common confusion (and we do not) business common body of knowledge and even Ellen is confused. The word “common” is in the business plan

(school) secondary level of requirements. We do not have language across our college and yes we do have some issues.

Template for Mapping the Core - Ellen Crowell, PhD

At November 2021, UAAC committee meeting, it was discussed how should the core be expressed? Ellen followed up with the UUCC and below is the response:

The UUCC does not want to offer a template, but will provide guidance and a document to UAAC, but will not provide a specific template to use because the UUCC is not trying to get programs to map their program(s) to the Core. The UUCC said if colleges want a document to use as a guide, when working on updating their roadmaps to reflect the core, the UUCC is happy to provide

Below is the link to access the guide:

<https://catalog.slu.edu/academic-policies/academic-policies-procedures/university-core/>

On-going discussions regarding Micro-Credential Definitions

Ongoing discussions and in Arts & Sciences Gary Barker is meeting with the Undergraduate coordinator and Micro-Credential Definitions is on the agenda and suspect there might be some feedback at that time.

Merlene did ask if this would be offered to non-student professionals who are pursuing graduate or undergraduate degrees is this correct? Jay Haugen did state yes and, in theory, especially yes when talking about courses where graduate students could be un-classified and undergraduate students could be non-degree seeking and they could pursue these. Merlene Gilb asked, are you partnering with St. Louis Public School teachers, and Gary Barker asked, including the academic? Jay said yes, we would be like any other non-degree seeking student visiting in the summer, it would be literally considering them visiting. Gary said, so it is the way we think about certificates?

Gary said it would not necessarily be for the summer, right? Jay said it could be for any semester. Gary said in his mind I think what we do is certificates and you could be a non-degree seeking student and get a certificate from SLU and the same would be true for Micro-Credentialing in each of these categories and Jay said, yes. Jay said there is not a super push to get this approved and this discussion we are having is great and the more people talking about it is great and until we get more comfortable with the definition we land in it the better it is since it is a new credential.

Denise asked where these students are admitted and who should/will advise them. It would be helpful to know who is responsible for students who are not current students at the University. Gary asked Denise, about the current processes for students pursuing a stand-alone certificate and Denise replied for a certificate I think it depends on again if they are current students and Gary meant students that are not currently enrolled as a student at SLU. He is referring to students (the non-degree seeking students) who are pursuing a stand-alone certificate. What is the process for such students? Jay said they would be considered degree seeking, that certificate is considered degree seeking so they would fall under the normal college of the certificate (the primary home) is where those students would be serviced. This is mostly at the Graduate level or in SPS. Those stand-alone certificates are serviced through their academic homes. Micro-credentials would still have academic homes, but the visiting student piece is the part that I must flush out.

Gary said there is a strong likelihood that these micro-credentials could be entered as a disciplinary between colleges and schools and we do not want these folks (even if it is for two or three classes) to be figuring it out on their own.

Jennifer said these are very important issues and my concern is governing over this and what I took away from what Jay said earlier is, if UAAC and CADD approved this definition, would this devolve down to the college level then those colleges are going to be asked in their committee curriculum approval structure to approve processes for overseeing kind of credentialing such as this offered in any given unit, or is this something that still need to be worked out?

Jay said, the latest writing is to follow standard academic structures and the mention of inter-disciplinary is what throws a wrench in the mix. For example, that if there are processes in the Core, the standard approval process for something through the Core is through the Core, then the Core could approve something like the Micro-Credentialing made-up of Core things it would pass through this body and at some point, the individual departments would need to get together and approve the things. If it is a minor then how does that inter-disciplinary minor gets approved, it shows up at UAAC.

Gary said we still need to think through this and Jay's answer is satisfactory up to a point where, Jay I am still not convinced that UAAC and GAAC shouldn't approve all of them, like we would approve any new thing and the part that concerns me about this is such quantities, but I do not know I could build an argument that it should come to this level that we do not have duplicate micro-credentials, which I think could happen between colleges and schools.

Debbie did say, we do need to keep in mind that some of these are not academic in nature at all, they are skills based or they are they are continuing education being offered to Professionals traditionally, outside of the University, such as CLE, Accountants CPE, so the governance may need to be specialized, depending on that micro-credentials category.

Ellen, we followed a principal in the Core that the UGCC and the Core do not dictate how the University uses that curriculum, so I think having micro-credentials being reviewed by the Core committee goes against that central principle of the Core and the fact that I in this committee and can look at them and see if there is something off about them is where I would give my feedback to this UAAC committee.



Micro-Credential
Definition - JPH.pdf

Follow-up Action Item:

Ellen Crowell: Update on Core Template:

At the November 2021 UAAC meeting, the committee discussed if it was sufficient for UAAC to vote when there is a substantial program change over 30%. The committee agreed and are proposing to have a program template used. This will ensure programs are aware how the Core is to be represented within the curricular maps.

In today's UAAC meeting, Ellen shared with the committee, the UGCC did have a conversation as to what the guidance should be and how programs should represent the Core in program change documents when Colleges submit program changes to UAAC. The UGCC agreed it is not necessary the UGCC represent to totality at all or build a template because we are not dictating to those Colleges as to what is in their program change documents. Only when Colleges are doubling up, a program requirement with a Core requirement does this need to be in an UGCC document and otherwise, the UGCC does have a SLU University Core advising document to help guide Colleges. The UGCC realized if we did create a template with a line and if you program is using this Core requirement, then fill this

out and we realized all this would do is encourage an overlapping of programmatic and Core requirements, which is something we want to avoid. The UCC is saying this is not our game to play.



SLU University Core
Advising Worksheet

Announcements: Next UAAC Meeting will be on January 6th, 2022.