

Seattle University
Core Curriculum
Advising Guide
2024



Contact the University Core Office:

core@seattleu.edu

<https://www.seattleu.edu/academics/university-core/>

(206) 398-4400

ADMIN 120

Table of Contents

Introduction.....	3
Core Learning Objectives	4
The Curriculum	5
Course Descriptions	6
Prerequisites	10
Core Requirements for Specific Majors.....	11
SUCCESS Seminars	13
Policy Items of Note	14

Introduction

The Core isn't simply a distribution requirement intended to make students more "well rounded." Instead, it is a thoughtfully designed, integrated curriculum created to help all SU students grow as scholars, as citizens, and as reflective and engaged whole persons, ready to make a difference in the world.

The University Core is an important part of the SU education that goes hand-in-hand with major classes and out-of-class experiences. It will prepare our students for success during their time at SU and after they graduate.

Here's how:

- UCOR courses help students develop strong academic skills such as writing, research, critical thinking, speaking, and analysis of information—skills they need in every class at SU.
- The Core helps students understand where knowledge comes from across the various disciplines, assisting them in becoming a strong interdisciplinary thinker able to understand, evaluate, and build on the insights of scholars, including scholars outside of their field of study.
- Core courses introduce students to the Jesuit intellectual tradition, which for 450 years has emphasized rigorous philosophical analysis and transformative growth for the greater good. This isn't about converting students: SU is dedicated to educating students of all faiths – or none.
- The Core leads towards action: Using their knowledge to make a difference in the world. The knowledge and skills gained in UCOR courses help students become leaders, connecting their special talents and insights with the real needs of the world.

Core classes have been designed by talented and dedicated faculty members who use their expertise to shape the content of each class, and who organize that content around some of the most pressing and thought-provoking questions in their disciplines. Each class invites students to actively participate in the dialogues produced by such questions—sharpening their capacity to read critically, write carefully, and express ideas effectively.

Core Learning Objectives

Rooted in Jesuit, Catholic educational traditions, the primary aim of Seattle University's Core Curriculum is formative and transformative liberal education. The key elements of this curriculum are foundational knowledge in several relevant disciplines, critical inquiry, reflection on learning and values, and preparation for life as effective and ethical global citizens. This curriculum invites students into engaged learning about themselves, their communities, and the world. Because of the University's location in the heart of a vibrant city, SU offers students unique learning opportunities connected to Seattle, the Northwestern United States, and global settings.

The Core Curriculum's learning objectives are derived from SU undergraduate learning objectives and are shaped by four broad goals, each of which has specific knowledge, skills, and values associated with it. Students completing the Core Curriculum will be able to use the stated knowledge, skills, and values in their everyday lives.

Jesuit, Catholic Intellectual Traditions

Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.

Disciplinary Knowledge and Integrative Learning

By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.

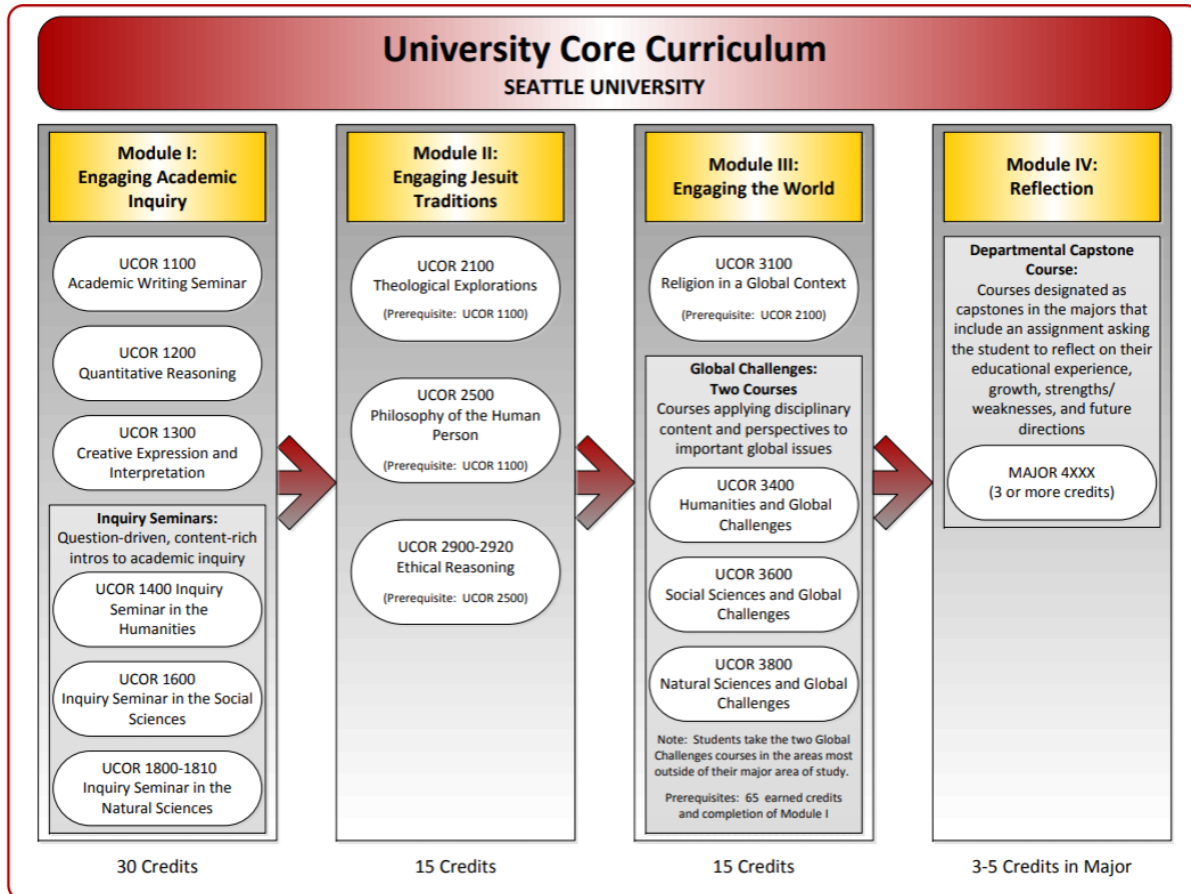
Communication

Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.

Global Engagement

Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.

The Curriculum



Module I is a move into the academy, helping students develop critical academic skills and learn how major disciplinary approaches of the academy make sense of the world, while learning important content from particular disciplines within each approach.

Module II invites students to reflect on personhood. These courses help students learn to examine fundamental assumptions they make about themselves and how they think about existence.

Module III is a move out into the world and uses different disciplinary approaches to help students more effectively understand and engage important issues and challenges they will face as globally engaged persons.

Module IV involves reflection. By combining major capstone experiences with an opportunity to reflect on their educational experience and growth, the Core helps students identify and “own” portions of their educational experience that are particularly meaningful to them.

Note: Some majors have substitutions for some UCOR requirements, as is outlined in the Course Requirements for Specific Majors portion of this guide.

Course Descriptions

Each UCOR course has both a general description, listed below, and a section description, posted on our website: <https://www.seattleu.edu/academics/university-core/ucor-section-descriptions/>. The general description is what is posted on myseattleu along with a link to the website for more specific section descriptions. Advisors can help educate advisees about the course description website in order to help them make more informed choices. If you see the word SUCCESS listed on the section description, that course is designated for new students. See more details in the SUCCESS portion of this Advising Guide.

UCOR 1100 Academic Writing Seminar

The Academic Writing Seminar is a seminar-format course designed to develop English college-level academic writing skills in all students to prepare them for both academic and other forms of writing they will encounter in later classes (argumentative writing, reflective writing, etc.). Emphasis on: 1) fundamental writing mechanics, 2) argument construction and use of evidence, and 3) rhetorical thinking/flexibility to address various situations, audiences, and genres. Each faculty member selects a theme for his or her section(s) to focus students' reading and writing work.

UCOR 1200 Quantitative Reasoning

Courses in quantitative reasoning appropriate to students' major field. Essential goals include developing basic or more advanced quantitative reasoning skills (including the ability to manipulate expressions), evaluating probabilities, creating and interpreting graphs, using mathematics to solve problems, and making arguments with numbers. The requirement may also be fulfilled by MATH 118 or above.

UCOR 1300 Creative Expression and Interpretation

Courses that engage students in both creating and understanding expressive works of art. Courses may represent a variety of arts disciplines, including: visual art, music, drama, creative writing, etc. Essential goals include: develop skills in creative thinking and expression; have direct experience in the process of creating original works of art in some genre; learn to articulate a vision through art and seek to share that vision with others; learn and be able to apply basic artistic techniques and aesthetic principles relevant to the art form; incorporate understanding of social, political, economic, and historical context of artistic movements into creative expression; learn and be able to apply simple principles to evaluate and interpret works of art; study important and relevant works of art and examples of the form of art on which the class is focused; reflect on and analyze the creative process and works of art, orally and in writing.

UCOR 1400 Inquiry Seminar in the Humanities

Courses that introduce students to the subjects and methods of inquiry of the humanities by engaging in focused study of one or more particularly important historical or literature-based questions arising from a humanities discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. Each section incorporates the interpretation of primary texts (prose

fiction, poetry, drama, non-fiction essays and books, historical documents, works of art, film, digital media, speeches, etc.) in relation to their cultural and historical contexts; explores the relationships between language, narratives, thought, and culture; and examines the ways in which important texts and events relate to each other across time. Essential goals include: Introducing students to an important question in the humanities, the relevant content necessary to study that question, and the ways in which the humanities pursue and generate knowledge; preparing students to read and evaluate primary texts in relationship to their contexts, and the use of those construction/critical thinking, library research, critical reading, and oral presentations.

UCOR 1600 Inquiry Seminar in the Social Sciences

Courses that introduce students to the subjects and methods of inquiry of the social sciences by engaging in focused study of one or more particularly important questions arising from a social science discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. These courses engage students in studying questions about human behavior and social phenomena arising from a specific discipline in the social sciences. These courses all incorporate the direct study of human behavior or institutions through disciplinary-appropriate means (observation, experimentation, analysis of data, etc.); introduce students to developing hypotheses, research questions, and/or synthesizing qualitative data; and explore how knowledge of key social scientific principles provides explanatory insight into patterns of individual human and social behavior. In addition, these courses teach the following skills: academic writing, argument construction and critical thinking, critical reading, quantitative reasoning, and oral presentations.

UCOR 1800 Inquiry Seminar in the Natural Sciences

Courses that introduce students to the subjects and methods of inquiry of the natural sciences by engaging in focused study of one or more particularly important questions arising from a natural science discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. These courses engage students in studying questions about the physical/biological universe. All sections incorporate the direct examination of natural phenomena in either laboratory or field settings; use observation to develop and evaluate principles and hypotheses; and explore how knowledge of key scientific principles can be used to understand and interpret observations.

UCOR 2100 Theological Explorations

These courses each include four key elements: An introduction to theology as an academic discipline; an examination of some of the theological beliefs that have shaped Christian understandings of the divine, especially in the Catholic Jesuit theological tradition, and a consideration of their implications for life today; an exploration of a key issue, person, or text that has had a formative role in shaping this theological tradition; and an opportunity for students to reflect on their own spiritual life and become more thoughtful and articulate in expressing their own spiritual values.

UCOR 2500 Philosophy of the Human Person

This course introduces students to the methods of rigorous philosophical reasoning; introduces students to the philosophical questions, methods, and figures that have played key roles in shaping the Jesuit approach to education and scholarship; and teaches students to critically examine assumptions about reality (especially assumptions about our natures as human beings). Each section explores two or more of the following fundamental philosophical questions: the problem of human knowing, the mind/body problem, the problem of personal identity, the problem of freedom and determinism, and the problem of other persons. This course also aims to develop critical reflective skills to prepare students for more in-depth study in ethics (in the subsequent Ethical Reasoning course), improve critical thinking and writing skills, and enhance students' appreciation for complexity and ambiguity.

UCOR 2900 Ethical Reasoning OR

UCOR 2910 Ethical Reasoning Business *(required for Business and Economics majors, optional for other majors on a space available basis)* **OR**

UCOR 2920 Ethical Reasoning Healthcare *(required for Nursing and Ultrasound majors, optional for other majors on a space available basis)*

These courses introduce students to major traditions of moral theory and ethical reasoning, engage students in critically examining ethical problems, and challenge students to develop rigorous personal systems of ethical reasoning. The central goals of the course are to develop students' skills in reasoning about ethical problems and encourage deep, habitual reflection on the ethical dimensions of life. This course requires a major case study analysis of some sort. Individual sections may focus on different ethical arenas or problems.

UCOR 3100 Religion in a Global Context

Courses that examine religious traditions, spiritual practices and worldviews in a global context. These courses examine diverse religious traditions with respect to sacred texts, doctrines and beliefs, rituals, ethics, and spiritual practices in a global context. Emphases can include the study of a specific religious tradition, comparison and dialogue between religious traditions, and/or applying theological/spiritual perspectives and methods of analysis to global issues. Courses will include explorations of the relationships between religion, society, culture, history, and aesthetics. These courses assist students in applying theological thinking and spiritual reflection to global issues, help them develop understanding of diversity within and between religious traditions, develop facility in dialoging with persons from various religious and spiritual backgrounds, and teach them to reflect on religious traditions outside of one's own.

UCOR 3400 Humanities and Global Challenges

Courses that explore important global issues through the lens of a specific discipline in the humanities. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of the humanities as they relate to global issues, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines,

promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as a reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning is encouraged but not required.

UCOR 3600 Social Sciences and Global Challenges

Courses in the social sciences that explore important global issues through the lens of the social sciences. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of a social science as it relates to a global issue, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as some kind of reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning is encouraged but not required.

UCOR 3800 Natural Sciences and Global Challenges

Courses in the natural sciences that explore important global issues through the lens of a specific discipline in the natural sciences. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of a natural science as it relates to global issues, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as some kind of reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning and/or field or laboratory research is encouraged but not required.

MAJOR 4XXX Capstone

By combining major capstone experiences with an opportunity to reflect on their educational experience and growth, the Core helps students identify and “own” portions of their educational experience that are particularly meaningful to them. Each major is required to include a capstone course for students in that major. These courses will carry department specific prefixes, but also be coded as “Core Senior Synthesis” courses in MySeattleU and in student records.

Prerequisites

Course	Prerequisite(s)
UCOR 2100 Theological Explorations	UCOR 1100 Academic Writing Seminar
UCOR 2500 Philosophy of the Human Person	UCOR 1100 Academic Writing Seminar
UCOR 2900 Ethical Reasoning	UCOR 2500 Philosophy of the Human Person
UCOR 3100 Religion in a Global Context	UCOR 2100 Theological Explorations
UCOR 3400 Humanities and Global Challenges	60 credits*, including: UCOR 1400 Inquiry Seminar in the Humanities
UCOR 3600 Social Sciences and Global Challenges	60 credits*, including: UCOR 1200 Quantitative Reasoning & UCOR 1600 Inquiry Seminar in the Social Sciences
UCOR 3800 Natural Sciences and Global Challenges	60 credits*, including: UCOR 1200 Quantitative Reasoning or majors level math & UCOR 1800 Inquiry Seminar in the Natural Sciences or majors level lab science

*The catalog and consequently MySeattleU and Colleague indicate that 75 credits is the prerequisite however as long as the student will have 60 credits completed by the time they begin the Global Challenges course, the Core office will approve the student to be manually registered into the course by an advisor or our office.

Contact the Core Office if the need to consider an exception to a prerequisite arises.

Core Requirements for Specific Majors

The Core requirements for each student depend somewhat on the student's major program. Students enrolled in the **University Honors program** or the **Matteo Ricci Institute Bachelor of Arts in Humanities or Humanities for Teaching** programs follow a different set of requirements. In all cases, regardless of the student's major, consult the Catalog or the student's Program Evaluation on MySeattleU for more information.

The Module III Global Challenge requirements always vary depending on a student's major, but there are a few other major-specific wrinkles that advisors need to keep in mind. This section summarizes these unique requirements. For transfer students, please also check the appropriate transfer requirements.

Module I: Most students will need to fulfill all six courses in Module I. However, there are a few key exceptions to this general rule:

- Any student may take a 5 credit MATH course numbered MATH 1010 or above to fulfill the UCOR 1200 requirement
- Any student may take BIOL 1610/1611, BIOL 2200, BIOL 2220, CHEM 1500/1501, PHYS 1050/1051 OR PHYS 1210/1211 to satisfy the UCOR 1800 requirement
- **College of Nursing:**
 - Diagnostic Ultrasound majors have UCOR 1200 & 1800 satisfied in the major
 - Nursing majors have UCOR 1200 & 1800 satisfied in the major
- **College of Arts and Sciences:**
 - BS in Forensic Psychology majors have UCOR 1200 & 1800 satisfied in the major
 - BS in Forensic Science majors have UCOR 1200 & 1800 satisfied in the major
 - Kinesiology majors have UCOR 1800 satisfied in major
 - Humanities majors primarily follow Humanities/Matteo Ricci Institute (MRI) Core requirements but do take UCOR 1800 & 3800. All other UCORS are satisfied through the MRI Core
 - Humanities for Teaching majors primarily follow Humanities/Matteo Ricci Institute (MRI) Core requirements but do take UCOR 1800. All other UCORS are satisfied through the MRI Core
- **College of Science and Engineering:**
 - All majors in CSE have UCOR 1200 satisfied in the major
 - Most majors in CSE have UCOR 1800 satisfied in the major except the BA in Computer Science, BA in Mathematics, the BS in Mathematics, and the BS in Pure Mathematics (the BS in Applied Mathematics has UCOR 1800 satisfied in major)
- **Albers School of Business and Economics:**
 - All majors have UCOR 1200 satisfied in major

Module II: All students except post-baccalaureate students will need to complete the three Module II requirements. These groups of students will need to take a specific Ethical Reasoning course:

- Students majoring in business or economics (all majors in Albers) will be required to take Business Ethics sections of Ethical Reasoning (UCOR 2910).

- Students majoring in Nursing and Diagnostic Ultrasound will be required to take Health Care Ethics sections of Ethical Reasoning (UCOR 2920).
- Post baccalaureate students receive a waiver of UCOR 2500 Philosophy of the Human Person and advisors can manually register them for the appropriate UCOR 2900 (overriding the pre-requisite).

Module III:

- There are no major-specific requirements for the Religion in a Global Context course.
- Because of the nature of the Global Challenge course requirements (which require students to take the two courses most outside or unlike their major area of study), this module has the most variety in requirements. Consult the Catalog or Program Evaluation to determine which courses are needed for the student, depending on their major.
- **College of Arts and Sciences:**
 - Humanities majors primarily follow Humanities/Matteo Ricci Institute (MRI) Core requirements but do take UCOR 1800 & 3800. All other UCORS are satisfied through the MRI Core
 - Humanities for Teaching majors primarily follow Humanities/Matteo Ricci Institute (MRI) Core requirements but do take UCOR 1800. All other UCORS are satisfied through the MRI Core

Module IV: The Senior Synthesis requirement in Module IV is a major-designated capstone course. Please consult departmental requirements and the appropriate program evaluation for specific course information.

SUCCESS Seminars

The Director of First Year Academic Engagement invites select faculty who teach Module I or II courses to teach their section(s) as SUCCESS (**Seattle University Core Curriculum Engagement and Student Success**) Seminars. The goal is to have every first-year student enrolled in one of these courses, and as many transfer students as possible. The courses are coded in MySeattleU under “Additional Information” and on the Caps Sheet.

The First-Term SUCCESS seminars are grounded in the same rigorous and content-rich academic experience students already get in any UCOR course; there aren’t any significant changes in course design or disciplinary content. What the SUCCESS Initiative asks is for the faculty teaching these seminars to be more explicit about socializing students to our academic norms by introducing them to the excellent academic support resources available at SU, creating community, and, in general, thoughtfully helping students make the sometimes-difficult transition to college. Faculty teaching these sections are asked to do four specific things:

1. Send a welcome email to students before the start of the quarter (around Sept 1).
2. Include at least one low-stakes assignment, graded and returned by the end of Week 3, to give students early feedback from faculty and help them understand our academic standards.
3. Use Slate for Student Success in Week 3 and at midterm to provide feedback to students, and simply be on the lookout for students who may be struggling with the transition.
4. Incorporate an introduction to one academic support resource of their choice into the course (this can be a library instruction session or research consultation, a Writing Center visit, the Math Lab, Learning Assistance Programs, Career Services, etc.). We’ll be working with those resources centers to help arrange for materials, class visits, workshops, etc.

Faculty receive a stipend to compensate for the additional work. The faculty are also required to attend a preparatory workshop in June.

Optional Co-Curricular Element

We also encourage faculty to add a co-curricular activity to their SUCCESS seminar course. This might be inviting a guest speaker to class or attending an on-campus event or community event with their students (such as a play, film, museum, musical performance, community service event, facility tour, etc.). Feedback from students indicates that such events help students feel more connected to faculty, establish community with other students, and introduce them to the campus and the Seattle community.

Policy Items of Note

The [University Core Curriculum Policy](#) includes rules governing University Core courses, requirements to satisfy University Core, and transfer credit rules.

Students may satisfy UCOR requirements with **Advanced Placement, International Baccalaureate and/or transfer credit** from other regionally accredited institutions. Please consult the appropriate linked policies for more information:

- [Advanced Placement Policy](#)
- [International Baccalaureate](#)
- [TRANSFER Credit Policy](#)
 - Incoming students: note the transfer credit policies depending on the number of credits earned at another institution in the [University Core Curriculum Policy](#)
 - Note: Once a student has matriculated at SU, only the following courses can be transferred from other institutions as direct equivalencies (with approval via the Transfer Verification Request form):
 - UCOR 1100
 - UCOR 1200
 - UCOR 1300
 - UCOR 1800 (must be equivalent to BIOL 1610/1611, BIOL 2200, BIOL 2220, CHEM 1500/1501, PHYS 1050/1051 OR PHYS 1210/1211)
 - UCOR 3100
 - Module II Core courses may be transferrable from other Jesuit Institutions

DOUBLE COUNTING

- Students are not permitted to double count UCOR requirements with major requirements
- Students may double count a UCOR course with a minor requirement with approval of the minor department

DOUBLE MAJOR/DOUBLE DEGREE

- Students who pursue a double major only need to follow the UCOR requirements for their primary major. Students who pursue a double degree must follow the UCOR requirements for both majors/degrees, however if that results in needing to take 3 Global Challenges courses, a Petition for Exception to Policy may be submitted to reduce the Global Challenges to 2 courses needed.

Education Abroad

- Course credits earned via study abroad programs can count towards University Core requirements with pre-approval from University Core. While Module III is the most easily fulfilled by study abroad, it is possible for a student to receive study abroad credit for some Module I courses, excluding UCOR 1400 and UCOR 1600. Students must follow the processes and procedures for pre-approval of study abroad courses for SU credit as prescribed by the Education Abroad Office.

Matteo Ricci and University Honors

For students looking at transferring into or out of the **Matteo Ricci Institute**, here are the agreed upon course equivalencies: [Matteo Ricci Institute \(90-01\)](#)

- Note: Non-Matteo Ricci students can take some HUMT courses as electives but should take UCOR courses to fulfill University Core requirements.

For students transferring out of **University Honors**, here are the agreed upon course equivalencies: [University Core and University Honors Equivalencies](#)