

seattle university

core curriculum
advising guide

Inquiry based. Jesuit Catholic. Global. Integrative.

www.seattleu.edu/core



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Introduction

The University Core Curriculum is the academic “center of gravity” of a Seattle University undergraduate education. Deeply rooted in the 450 year old Jesuit educational tradition and emphasizing rigorous, intentional, and engaging courses, the University Core helps students understand the world deeply, develop strong intellectual skills, and prepare to be thoughtful and empowered leaders for a better world.

These are exciting times for the SU University Core, with a new version of the curriculum launching in summer, 2013. Students enrolled during the 2012-2013 academic year will continue to take courses for the current Core requirements. As of summer, 2013, the new Core requirements will go into effect for all students, who will receive credit for courses they have taken towards the old curriculum. This website contains information on both the current and new curricula, as well as information on how the transition to the new curriculum will work.

Regardless of the version of the curriculum, students receive a personal, challenging, and powerful education in the University Core. Combining time-tested wisdom with cutting-edge knowledge in small courses taught by highly qualified faculty members, the University Core helps students build a strong foundation of important knowledge, sharpen their critical thinking and communication skills, and develop deeply reflective habits of mind.

Welcome!

Dr. Jeff Philpott, Director

Core Learning Objectives

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.

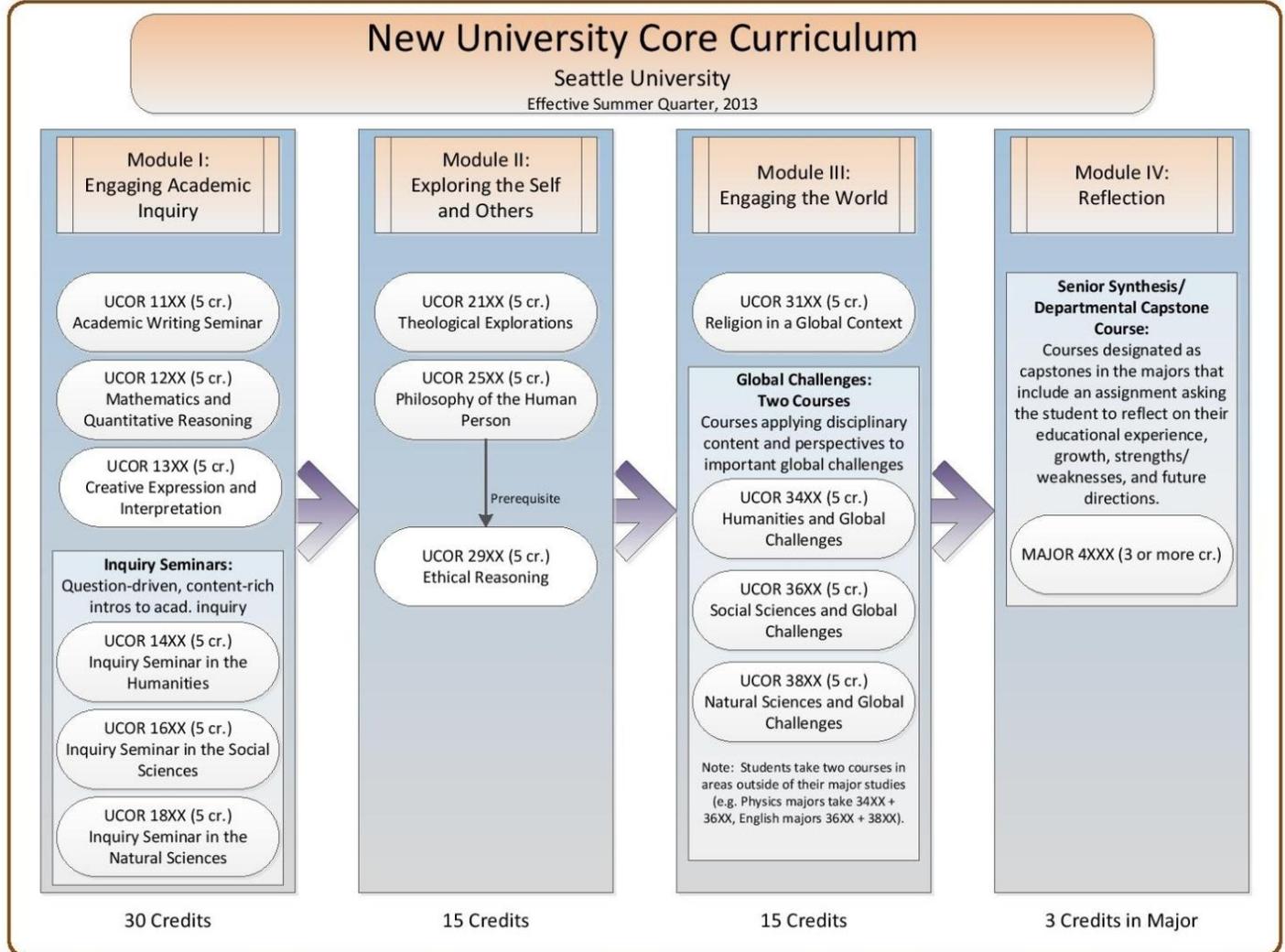
Communication

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.

New Core at a Glance



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.

Course Descriptions

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 Mathematics and 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 14xx 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 texts and interpretations as evidence to construct theses or arguments. In addition, these courses teach the following skills: academic writing, argument construction/critical thinking, library research, critical reading, and oral presentations.

UCOR 16xx 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 18xx 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. Prerequisites: Module I Writing, Humanities seminar.

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. Prerequisites: Module I Writing, Humanities seminar, and Social Science seminar.

UCOR 2900 Ethical Reasoning

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. Prerequisite: Philosophy of the Human Person.

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. Prerequisite: Module II Theological Explorations.

UCOR 34xx 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. Prerequisites: Module I Writing and Inquiry in the Humanities courses.

UCOR 36xx 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. Prerequisites: Module I Quantitative Reasoning, Writing, and Inquiry in the Social Sciences.

UCOR 38xx 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. Prerequisites: Module I Writing, Quantitative Reasoning, and Inquiry in Natural Sciences (or equivalent).

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 SUOnline and in student records.

Understanding the Numbering of the Core

In order to foster broad understanding of the insights of the various disciplinary approaches included in the Core, students' Module III Global Challenge courses must be in different areas than their corresponding Module I Inquiry Seminar courses. Course sections in each disciplinary category (Humanities, Social Sciences, and Natural Sciences) are subdivided into four areas of emphasis, based on course content. These areas of emphasis are designated by the last two digits of the course number (e.g. 1410, 1420, 1430, 1440; 3810, 3820, 3830, 3840). Students must take their Global Challenge courses in different areas than their Inquiry Seminars, with different last two digits. For example, if a student took an Inquiry Seminar in the Social Sciences numbered UCOR 1620, they cannot take a Social Science and Global Challenge course numbered UCOR 3620. Instead, they must take UCOR 3610, 3630, or 3640. Course prerequisites will be used to manage this requirement (e.g. UCOR 3620 will have UCOR 1610, 1630, or 1640 listed as required prerequisites; UCOR 1620 will not be a qualifying prerequisite). This restriction only applies to the paired Module I and III courses in each disciplinary category: Humanities Module I choices influence Humanities Module III options, Social Science Module I choices influence Social Science Module III options, and Natural Science Module I choices influence Natural Science Module III options.

Course	Prerequisite(s)
UCOR 2100: Theological Explorations	UCOR 1100 Academic Writing Seminar
UCOR 2200-Philosophy of the Human Person	UCOR 1100 Academic Writing Seminar
UCOR 2900-Ethical Reasoning	UCOR 2200 Philosophy of the Human Person
UCOR 3100-Religion in a Global Context	UCOR 2100 Theological Explorations
UCOR 34X0: Humanities and Global Challenges	75 credits, including: UCOR 1300 Creative Expression & Interpretation UCOR 14X0 Inquiry Seminar in the Humanities
UCOR 36X0: Social Sciences and Global Challenges	75 credits, including: UCOR 1200 Mathematics and Quantitative Reasoning UCOR 1300 Creative Expression & Interpretation UCOR 16X0 Inquiry Seminar in the Social Sciences
UCOR 38X0: Natural Sciences and Global Challenges	75 credits, including: UCOR 1200 Mathematics and Quantitative Reasoning UCOR 18X0 Inquiry Seminar in the Natural Sciences

Core Requirements for Specific Majors

The Core requirements for each student depend somewhat on the student's major program. This is especially true in the Module III Global Challenge requirements, but there are a few other major-specific wrinkles as well that advisors need to keep in mind. This section summarizes these unique requirements, but please check the appropriate program evaluation for details. 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 three key exceptions to this general rule:

- Students majoring in fields that require advanced courses in mathematics (MATH 118 or above) and natural sciences (BIOL 161/171, BIOL 200, CHEM 121, PHYS 105, PHYS 121) have their Quantitative Reasoning and Inquiry Seminar in the Natural Sciences fulfilled by their major courses. This includes almost all of the majors in the College of Science and Engineering (except the BA in Computer Science and some of the Mathematics degrees), as well as the BS degrees in Criminal Justice, Psychology, and Sports and Exercise Science.
- Students majoring in fields that require an advanced mathematics course (MATH 118 or above) have their Quantitative Reasoning requirement fulfilled within their major. This includes all of the majors in Albers as well as the BA in Computer Science and the BS in Computer Science Business Specialization.
- One major (the BCJ Forensic Science specialization) has their Inquiry Seminar in the Natural Sciences fulfilled in the major.

Module II: All students will need to complete the three Module II requirements. Two 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.
- Students majoring in Nursing will be required to take Health Care Ethics sections of Ethical Reasoning.

Module III: 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. There are no major-specific requirements for the Religion in a Global Context course. Specific Global Challenge course requirements include:

- **Social Science + Natural Science:** Students in the following majors will take the social science and natural science Global Challenge courses: Asian Studies, English/Creative Writing, Fine Arts, Film Studies, Modern Languages, History, Philosophy, and Theology and Religious Studies.
- **Humanities + Social Science:** Students in the following majors will take the humanities and social science Global Challenge courses: Biology, Chemistry, Biochemistry, Computer Science, Mathematics, Physics, Sports & Exercise Science, Environmental Science, General Science. Engineering and Diagnostic Ultrasound majors also take these two courses, but have special versions of the Social Science and Global Challenges course included in their majors.

- ***Humanities + Natural Science:*** Students in the following majors will take the humanities and natural science Global Challenge courses: Cultural Anthropology, International Studies, Political Science, Psychology, Public Affairs, Sociology, Business Administration (all tracks), Economics, Criminal Justice (BCJ degrees only), Environmental Studies, and Social Work.
- ***Humanities + Natural Science or Social Science:*** Students in these majors all take the Humanities and Global Challenges course and may choose either the natural science or social science Global Challenge course: BS in Criminal Justice (not BCJ), Nursing.
- ***Natural Science + Humanities or Social Sciences:*** Students in these majors all take the Natural Sciences and Global Challenges course and may choose either the humanities or social science Global Challenge course: Communication Studies, Journalism, Strategic Communication, Liberal Studies, Women and Gender Studies.

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.

Transition Guide for Advisors

Beginning Summer 2013, all students will be moved to the new Core. Students will not have the option of continuing under the old requirements. We are following a “do no harm” principle throughout this transition. Students’ previous Core coursework will be generously counted towards fulfilling new Core requirements. **Students will not need to take more courses in the new Core in order to graduate than they would have needed to take under the old Core.**

This table summarizes how current Core courses will be used to fulfill requirements in the new Core. **Please note that these courses are not being treated as “equivalent” courses, but as “substitutions.”** In some cases the content and goals of the old and new courses are quite different, but that flexibility is necessary in order to help students make the transition to the new curriculum without being penalized. These substitutions will be automatically reflected on students’ program evaluations in Spring 2013 in time for 13FQ advising. **Note: No course can count more than once toward the New Core.**

Current Core Course	Substitute to	New Course Title
ENGL-110	UCOR-1100	Academic Writing Seminar
MATH-107, MATH-108, MATH-110, MATH-118, MATH-120, MATH-130, MATH-131, MATH-134, MATH-141	UCOR-1200	Mathematics and Quantitative Reasoning
Core Fine Arts, ENGL-120	UCOR-1300	Creative Expression and Interpretation
ENGL-120, HIST-120 or 121, PHIL-110	UCOR-1400	Inquiry Seminar in the Humanities
Social Science I	UCOR-1600	Inquiry Seminar in the Social Sciences
Core Lab Science	UCOR-1800	Inquiry Seminar in the Natural Sciences
ALL THRS-200 COURSES	UCOR-2100	Theological Exploration
PHIL-220, PHIL-210	UCOR-2500	Philosophy of the Human Person
BETH-351, PHIL-345, PHIL-351, PHIL-352, PHIL-353, PHIL-354, PHIL-358, THRS-325	UCOR-2900	Ethical Reasoning
ALL THRS-300 courses, ANTH-304	UCOR-3100	Religion in a Global Context
HIST-120 or 121, PHIL-110, Interdisciplinary	UCOR-3400	Humanities and Global Challenges
Social Science II	UCOR-3600	Social Sciences and Global Challenges
HIST-120 or 121, PHIL-110, Interdisciplinary	UCOR-3800	Natural Sciences and Global Challenges

Getting Help: While the substitutions listed in the table on page 9 should address most situations without need for action by students or their advisors, there will undoubtedly be unique cases that require individual attention. If you are advising students who need some kind of adjustment or who wish to appeal how their courses are being counted, please refer them to their college/school's Core transition point person:

College of Arts and Sciences:	Kate Elias, A&S Advising Center – CASY 1W
College of Science and Engineering:	Mara Rempe, S&E Advising Center – ENGR 300
College of Nursing:	Rita Tower, Nursing Advisor – GARR 203
Albers School of Business and Economics:	Dhorea Brown, Albers Advising Cntr. – PIGT 318
Matteo Ricci College:	Mary Ragen – Casey 1E
Premajor:	Joelle Pretty, Premajor Studies – BELL 113

The college point persons can make some adjustments in how students' courses count towards the new Core. Students with more complex issues or who wish to appeal college decisions should contact the University Core office, where their situations will be reviewed by the Core Director for a final decision.

Watch List: Issues and questions that are likely to come up

- No course may count more than once towards the new Core.
- HIST 120 & 121: Only one of these courses may count towards the new Core. A&S students who take both will have the first course they take count towards Core and the second towards the A&S college requirements. Note: HIST 231 may only count towards A&S requirements.
- College and school requirements are not being changed by the implementation of the new Core. For example, A&S students will continue to be required to study a foreign language.
- If a student has taken current Core courses that satisfy any two of the Global Challenges courses those requirements are considered fulfilled. However, this may not be accurately reflected on the students' program evaluations because of their major (the new Core requires students to complete the two Global Challenge courses outside of their major area). Please help your students look out for this issue and seek help to have it adjusted. The student should contact their college/school point person to have this adjustment made in their program evaluation.
- The automatic rollover may not always place courses that can count in multiple categories exactly where the student wants them, and some adjustments can be made. This is most likely in the Global Challenges courses. Example: A science student's old Core Interdisciplinary course is listed as fulfilling their Humanities & Global Challenges course, leaving the Social Sciences & Global Challenges requirement unfulfilled. If the student would rather take a Humanities course and use the Interdisciplinary course to satisfy the Social Sciences requirement, the course can be moved. Contact the college/school point person to make this change.
- Students who have completed a Social Science II in the old Core but have not taken a Social Science I may choose to use the Social Science II to satisfy UCOR 1600: Inquiry Seminar in the Social Science and then take UCOR 3600: Social Sciences and Global Challenges course under the new Core. See placement on Program Evaluation and contact college point person for changes.

Website: www.seattleu.edu/Core

Contacts: core@seattleu.edu, 398-4601 or 296-5342

Advising Students

New Core Transition Worksheet

New Course Title	New Core Number	Current Core Courses Taken <i>Check off courses taken in Current Core</i>	Current Core Course Substitution <i>Write in ONE course from previous column; courses may only be counted ONCE</i>
Academic Writing Seminar	UCOR 1100	<input type="checkbox"/> ENGL 110	
Mathematics & Quantitative Reasoning	UCOR 1200	<input type="checkbox"/> MATH 107 <input type="checkbox"/> MATH 108 <input type="checkbox"/> MATH 110 <input type="checkbox"/> MATH 118 <input type="checkbox"/> MATH 120 <input type="checkbox"/> MATH 130 <input type="checkbox"/> MATH 131 <input type="checkbox"/> MATH 134 <input type="checkbox"/> MATH 141	
Creative Expression & Interpretation	UCOR 1300	<input type="checkbox"/> Core Fine Arts <input type="checkbox"/> ENGL 120	
Inquiry Seminar in the Humanities	UCOR 14XX	<input type="checkbox"/> ENGL 120 <input type="checkbox"/> HIST 120 or 121 <input type="checkbox"/> PHIL 110	
Inquiry Seminar in the Social Sciences	UCOR 16XX	<input type="checkbox"/> Social Science I	
Inquiry Seminar in the Natural Sciences	UCOR 18XX	<input type="checkbox"/> Core Lab Science	
Theological Exploration	UCOR 2100	<input type="checkbox"/> Any THRS 200 Courses	
Philosophy of the Human Person	UCOR 2500	<input type="checkbox"/> PHIL 220 <input type="checkbox"/> PHIL 210	
Ethical Reasoning	UCOR 2900	<input type="checkbox"/> BETH 351 <input type="checkbox"/> PHIL 345 <input type="checkbox"/> PHIL 351 <input type="checkbox"/> PHIL 352 <input type="checkbox"/> PHIL 353 <input type="checkbox"/> PHIL 354 <input type="checkbox"/> PHIL 358 <input type="checkbox"/> THRS 325	
Religion in a Global Context	UCOR 3100	<input type="checkbox"/> All THRS 300 Courses <input type="checkbox"/> ANTH 304	
Humanities and Global Challenges	UCOR 34XX	<input type="checkbox"/> HIST 120 or 121 <input type="checkbox"/> PHIL 110 <input type="checkbox"/> Interdisciplinary	
Social Sciences and Global Challenges	UCOR 36XX	<input type="checkbox"/> Social Science II	
Natural Sciences and Global Challenges	UCOR 38XX	<input type="checkbox"/> HIST 120 or 121 <input type="checkbox"/> PHIL 110 <input type="checkbox"/> Interdisciplinary	

Student Events 2012-2013

November 7, 2012; 3:45-5:00pm – Core Transition Student Information Session (PIGT Auditorium)

April 15, 2013; 3:45-5:00pm – Core Transition Student Information Session (PIGT Auditorium)

Advisor Events 2012-2013

Please check the Core website (www.seattleu.edu/core) for upcoming staff events.

Advising Transfer Students

The transfer policy is being finalized and will be available November 2012.

Online Resources

The New Core website has information and resources for students, faculty, and advisors. It is located at www.seattleu.edu/core.