2012-13
Core Curriculum Guide
SANTA CLARA UNIVERSITY
### FOUNDATIONS

- Critical Thinking & Writing 1 and 2
- Cultures & Ideas 1 and 2
- Second Language
- Mathematics
- Religion, Theology & Culture 1

### EXPLORATIONS

- Ethics
- Civic Engagement
- Diversity
- Arts
- Natural Science
- Social Science
- Religion, Theology & Culture 2
- Cultures & Ideas 3
- Science, Technology & Society
- Religion, Theology & Culture 3

### INTEGRATIONS

- Experiential Learning for Social Justice
- Advanced Writing
- Pathways*

Integrations are elements within existing courses for the Core or major, not additional required courses.

*Engineering majors and transfer students who matriculate with 44 or more units complete three Pathway courses; other students complete four.

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Although most students will take Foundations courses in the first year, the order in which Core courses are completed is flexible. Exceptions:

- Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2 are two-quarter, themed, sequenced courses
- Critical Thinking & Writing 1 and 2 are prerequisites for Advanced Writing
- Cultures & Ideas 1 and 2 are prerequisites for Cultures & Ideas 3
- Religion, Theology & Culture courses must be taken in sequence
- Religion, Theology & Culture 3 courses only count for the Core requirement after students have completed 88 quarter units
- Science, Technology & Society is normally taken after completing Natural Science and Social Science courses

**Note:**

Students in some majors satisfy some requirements with special courses linked with major requirements. Students are personally responsible for knowing all academic and administrative policies and regulations affecting their program of study.

Students matriculating with 44 or more units of transferable college credit, which does not include any Advanced Placement or International Baccalaureate test credit, complete any two Religion, Theology & Culture courses.
Welcome to Santa Clara University. This guide provides information about our Undergraduate Core Curriculum—the array of educational experiences that build foundations and supply contexts for the more specialized study in the majors. The Core is the broadest of the four categories of courses students must complete to earn a degree:

- University-wide Core requirements
- School- or Program-specific Core requirements
- Major requirements
- Electives

The Undergraduate Core Curriculum prepares students for professional excellence, responsible citizenship, and service to society, especially on behalf of those in greatest need. To do so, Core courses foster knowledge, habits of mind and heart, and practices of engagement with the world that are fundamental to citizenship in a globalizing world. Our Core Curriculum also emphasizes critical judgment, clear expression, ethical decision making, and concern for others. With these emphases, the Core integrates the values of a 450-year-old tradition of Jesuit education with a new emphasis on intentional, integrative, and engaged learning and educates men and women to be leaders of competence, conscience, and compassion.

Undergraduate Core requirements are structured in three parts: Foundations, Explorations, and Integrations. All students begin with Foundations courses, but they have considerable freedom to create their own sequences of Explorations and Integrations courses. The Core experience culminates with each student’s completion of an individualized Pathway made up of courses in the Core and the major focusing on a particular topic or theme. Additional information about each component of the Core is provided in the following pages and is updated as necessary on the Core Curriculum website (www.scu.edu/core).

I urge you to view the Core Curriculum requirements as opportunities to explore new subject areas, challenge yourself, and have fun with other students embarking on similar curricular journeys. The Core can help you pursue existing interests more fully, investigate new ideas and subjects, and round out the discipline-specific knowledge you will gain from your major requirements.

Finally, please accept my best wishes for future success as you begin your academic adventure at Santa Clara University.

Sincerely,

Phyllis R. Brown
Associate Provost for Undergraduate Education
Director, Undergraduate Core Curriculum
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Undergraduate Core Curriculum

A university expresses its most basic values in its Core Curriculum, the part of an undergraduate education required of all students. Santa Clara University’s Core Curriculum explicitly integrates three traditions of higher education. As a Catholic university, Santa Clara is rooted in the tradition of pursuing an understanding of God through the free exercise of reason. As a Jesuit university, Santa Clara promotes a humanistic education that leads toward an ethical engagement with the world. As a comprehensive American university committed to liberal education, Santa Clara seeks to prepare its students for intelligent, responsible, and creative citizenship. The distinctiveness of a Santa Clara education develops from the complex interrelationship of these three traditions in courses that foster the kind of informed and ethical decision making that characterizes citizens and leaders motivated by competence, conscience, and compassion.

Core Curriculum Learning Goals

Because a liberal education in the Jesuit tradition is oriented toward particular ends, and because the ongoing renewal of the University's work requires sustained, honest reflection on the ways students accomplish these ends, the Core Curriculum affirms the following central learning goals. Although the goals are divided among three categories—Knowledge, Habits of Mind and Heart, and Engagement with the World—they often overlap, intersect, and imply one another.

**Knowledge:** To be prepared for well-informed engagement in society, students must comprehend what has shaped the world they have inherited, the evolving ways of understanding it, and how they might transform it for the better. To that end, the Core deepens students’ knowledge of the most profound ideas and ways of knowing that emerge from the arts, humanities, and natural and social sciences.

**Habits of Mind and Heart:** To contribute to a rapidly changing, complex, and interdependent world, students must develop ways of thinking, feeling, and acting that allow them to educate themselves for the rest of their lives with passion and purpose. By attending to the cognitive and affective dimensions of human experience, the Core enables students to think more deeply, imagine more freely, and communicate more clearly.

**Engagement with the World:** To engage the world in meaningful ways, students need opportunities to explore and refine self-knowledge in relation to others. The Core enhances students’ understanding of the integrity of their own lives and the dignity inherent in the lives of others, especially the impoverished, suffering and marginalized.

The Structure of the Undergraduate Core Curriculum

The Santa Clara Core Curriculum consists of three phases of academic work. **Foundations** and **Explorations** requirements, the first two phases, are designed to build on, extend, and deepen knowledge, habits of mind and heart, and experiences engaging with the world that students bring with them to their undergraduate studies. Many requirements in these phases overlap with requirements for majors. Other requirements introduce students to new areas of study. The third phase—**Integrations**—is designed to help students reflect more deeply on connections among courses in the Core and between the Core and their major. The table on the inside cover of this Guide provides a visual representation of the Core's structure.
Foundations

All students begin the Foundations component with a Critical Thinking & Writing sequence during their first year, and most also complete a Cultures & Ideas sequence in the first year. At least one of these sequences is linked with the student’s Residential Learning Community. Both Foundations sequences are carefully designed and selected for first-year students on the basis of student interest and requirements for majors when students have declared a major. These sequences introduce students to university learning in the context of complex, multidimensional topics and a rigorous intellectual environment in and outside the classroom. They provide students with opportunities to study diverse as well as shared human experience across historical periods and emphasize the relationships among global cultures, including cultures in Europe and North America.

The other Foundations courses, Math, Second Language, and the first course in the Religion, Theology & Culture sequence, emphasize the knowledge and skills central to liberal education. Small classes create opportunities for mentoring relationships with professors, build communities among students, and promote intentional, reflective learning. All of the Foundations courses provide a shared intellectual foundation, challenging students to sharpen the reflective and analytic skills they will use throughout their studies and in whatever personal and career paths they choose.

Explorations

Explorations courses, taken throughout the four years of study, build on the Foundations component of the Core and foster the breadth of knowledge, habits of mind and heart, and values needed for contemporary life. This component of the Core includes courses on ethics, arts, diversity, natural and social sciences, civic engagement, global cultures, religion, and the interrelationship of science, technology, and society. In these courses students also explore the range of majors available and connections between the major and other areas of learning. By engaging in the learning offered in these courses, students prepare themselves for civic dialogue in an increasingly global and technological world and challenge themselves and others to ask how to transform the world for the better.

Integrations

Integrations courses reemphasize engaged learning, critical thinking, civic life, communication, and intentional learning. They help students discover and explore additional connections among courses in the Core or major and are most often components embedded in other Core courses and courses required for majors. For example, students will encounter Experiential Learning for Social Justice through study abroad, community-based learning in a course for the major or another Core course, and immersion experiences. Advanced Writing classes are often discipline-specific courses that give students the opportunity to gain further mastery over crucial learning objectives and to build on their knowledge about the rhetorical situations of major disciplines. Pathways provide students an additional opportunity to make intentional and reflective choices about their own education as they study a theme or topic from a number of disciplinary perspectives and identify connections and relationships among ideas.
**Core Curriculum Components**

**Foundations**
- Critical Thinking & Writing 1
- Critical Thinking & Writing 2
- Cultures & Ideas 1
- Cultures & Ideas 2
- Second Language
- Mathematics
- Religion, Theology & Culture 1

**Explorations**
- Ethics
- Civic Engagement
- Diversity
- Arts
- Natural Science
- Social Science
- Religion, Theology & Culture 2
- Cultures & Ideas 3
- Science, Technology & Society
- Religion, Theology & Culture 3

**Integrations**
- Experiential Learning for Social Justice
- Advanced Writing

Pathways* (a cluster of courses with a shared theme; for guidelines related to Pathways, see p. 23-24)

*Engineering majors and transfer students who enroll with 44 or more units complete three Pathway courses or 12 units; all other students complete four courses or 16 units.
Core Curriculum Processes

All students are pre-enrolled in Critical Thinking & Writing 1 and 2 before they arrive for Summer Orientation, and most students are pre-enrolled in Cultures & Ideas 1 and 2 before Summer Orientation. The exceptions are students who enroll in Cultures & Ideas 1 and 2 in their second year because requirements for their majors must be completed in the first year. During Summer Orientation, students consult with advisors as they select other Core courses and courses for their majors to complete fall quarter and plan for the remainder of the academic year. This Core Guide lists the courses students will select from for each Core area. The on-line version of the Core Guide available at www.scu.edu/core is updated frequently as new courses are approved. Students and their advisors use this Guide to familiarize themselves with the range of choices available for each of the Core categories.

Student progress through the structure of the Core Curriculum is not strictly sequential, from Foundations through Explorations to Integrations. While some courses (e.g., Critical Thinking & Writing 1 and 2; Cultures & Ideas 1, 2, and 3; and Religion, Theology & Culture 1, 2, and 3) must be taken in sequence, all students have the opportunity to discover other sequences that are best for their individual undergraduate experience. At the same time, all students engage in coursework designed to help them achieve the shared set of learning objectives for each component of the Core Curriculum. Furthermore, the Experiential Learning for Social Justice, Advanced Writing, and Pathways components of the Core Curriculum help students experience requirements not only as individual courses but also as related educational activities that help structure and integrate their entire experience of university study.

Because not every course approved for the Core is offered every quarter, students and advisors should also consult CourseAvail (www.scu.edu/courseavail) and use the drop-down box listing Core categories to select courses offered during a particular quarter. In addition to being able to consult a list of courses approved for each Core area and offered a particular quarter, students can click on the five-digit section number for any course, while reading a list of courses offered by a particular department, to see what Core areas a course satisfies. A listing of Core attributes is available to assist with this process. A link on the Registrar’s website to Quarterly Deadlines and Registration Information will provide access to a flip-book version of the fall quarter schedule, with tentative winter and spring schedules provided on pages 25 and following. As the academic year progresses, winter and spring quarter schedules will become available online.

Core Curriculum Policies

A single course may satisfy only one Core requirement, with the following exceptions:

- Some students satisfy some requirements with more than one course, each of which partially completes the requirement. For example, students majoring in engineering, some natural sciences, and math may satisfy the Science, Technology & Society requirement with writing courses (ENGL 181 and 182 for engineering majors; Critical Thinking & Writing 1 and 2 with a Science, Technology, & Society theme for math and some natural science majors) plus another course required for their majors and approved as partially satisfying
the Science, Technology, & Society requirement. Those courses are identified in CourseAvail as “xxxPAR” because they “partially” fulfill a requirement.

- Engineering majors may satisfy more than one requirement with one course when the course has been approved for those Core requirements.

All students may satisfy Core requirements with courses required for the major when the courses are approved for both the major and the Core. In addition, all students may satisfy multiple Integrations requirements with courses that satisfy other Core and major requirements when the courses are approved for the Integrations requirements as well as for the other Core and major requirements.

Students normally satisfy Core requirements with courses carrying four or five units, with the following exceptions:

- Engineering majors satisfy the Advanced Writing requirement with a combination of ENGL 181 and 182, which together carry three units.
- The Arts requirement can be satisfied either by a single course of four or five units or with a combination of courses totaling at least four units.
- The Pathways requirement is satisfied by combinations of three or four courses: three (or a minimum of 12 units) for engineering majors and transfer students who enroll with 44 or more units of transfer credit and four (or a minimum of 16 units) for all other majors and transfer students who enroll with fewer than 44 units of transfer credit.
- Students normally satisfy the Core requirements with graded courses unless a course approved for the Core Curriculum is only offered P/NP.

Although most students will take Foundations courses in the first year, the order in which Core courses are completed is flexible, with the following exceptions:

- Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2 are two-quarter, themed, sequenced courses. Students must consult with one of the University advisors in the Drahmann Center before making any changes in their enrollment in these courses.
- Critical Thinking & Writing 1 and 2 are prerequisites for Advanced Writing.
- Religion, Theology & Culture 1, 2 and 3 must be taken in sequence.
- Religion, Theology & Culture 3 courses only count for the Core requirement after students have completed 88 quarter units.
- A course satisfying the Cultures & Ideas 3 requirement is normally taken after completing Cultures & Ideas 1 and 2.
- A course satisfying the Science, Technology & Society requirement is normally taken after completing Natural Science and Social Science requirements.

Many courses offered through the study abroad program are preapproved to fulfill Core Curriculum requirements. However, only the second-level Core Curriculum requirement in Religion, Theology, and Culture can be fulfilled with a preapproved study abroad course. The third-level Core Curriculum requirement in Religion, Theology & Culture cannot be fulfilled with a study abroad course.

Note: Students in some majors satisfy some Core requirements with special courses linked with major requirements. Students are personally responsible for knowing all academic and administrative policies and regulations affecting their program of study.
College of Arts and Sciences Requirements

Students in the College of Arts and Sciences should consult Chapter 3 of the Undergraduate Bulletin for the complete list of Core requirements for their programs and majors.

Other Program-Specific Requirements

Some students—for example, students in the University Honors Program and students majoring in certain disciplines—satisfy the Undergraduate Core Curriculum or School requirements by taking special sections of the courses discussed below, special equivalent courses, or special courses in their major. Students should check with their advisors to ascertain whether their major or program has additional or specific Core requirements.

Supplemental and/or Particular Core Curriculum Requirements for Business and Engineering Students

While the Undergraduate Core Curriculum is shared by all students, the Leavey School of Business and the Engineering School require some specific or additional Core courses for their majors. An explanation of additional Business School requirements and Engineering School requirements is provided on pages 25-26.

Core Curriculum Requirements for Transfer Students

The following Core requirements must be completed at Santa Clara University:

Ethics; Civic Engagement; Science, Technology & Society; Advanced Writing; Experiential Learning for Social Justice; Pathways.

Because Santa Clara University only allows transfer credit for Religion, Theology, & Culture courses completed at other Jesuit institutions, most students will complete this requirement at Santa Clara University.

Transfer students enrolling with fewer than 44 units of transfer credit will complete the same Core requirements as freshmen.

Transfer students who matriculate with credit for both Critical Thinking & Writing 1 and 2 have satisfied the requirement. This may include exemptions granted at other schools and credit granted through Advanced Placement and International Baccalaureate test scores.

Transfer students who receive credit for both Cultures & Ideas 1 and 2 have satisfied the requirement.

Transfer students who enroll with 44 or more units of transfer credit

- with credit for Critical Thinking & Writing 1 but not Critical Thinking & Writing 2—an Advanced Writing course will substitute for the Critical Thinking & Writing 2 requirement. In other words, these transfer students will complete two Advanced Writing courses.
- with credit for Culture & Ideas 1 but not Culture & Ideas 2—a Culture & Ideas 3 course will substitute for the Culture & Ideas 2 requirement. In other words, these transfer students will complete two Culture & Ideas 3 courses.
- will take any two Religion, Theology & Culture courses at any level to fulfill the Religion,
Theology & Culture requirement. At least one upper-division course is recommended.

Pathways for Transfer Students

- Transfer students will declare their Pathways by the end of their third quarter at Santa Clara University.
- Rules for three-course Pathways apply to transfer students in the College of Arts & Sciences and Leavey School of Business who matriculate with 44 or more units of transfer credit and all transfer students in the School of Engineering.

For additional information about transfer credit, see the Undergraduate Bulletin.

General Statement

The following pages list courses approved as satisfying Core Curriculum requirements at the time this Guide was printed. Because students will be pre-enrolled before Summer Orientation in sections of Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2, based on the information they provided about their interests, they will be able to focus on other Core areas and courses for their majors when they register for fall classes during orientation. Orientation advisors will guide selection of courses during day one of orientation, and faculty advisors will review those selections with students before registration on day two.

While this Core Guide provides lists of all courses approved for each Core area at the time of printing, CourseAvail in eCampus provides lists of courses approved for each Core area during a particular academic quarter. CourseAvail also provides course descriptions when the five-digit section number is clicked on. Please assume the information in CourseAvail is current and takes precedence over information in this Core Guide. Students should also use the degree audit in eCampus as a means to track their progress completing requirements for the Core and the major.

Students who transfer from the School of Engineering to the Leavey School of Business or the College of Arts and Sciences will be expected to complete the Core Curriculum according to the rules of the program they transfer to.

Students are personally responsible for knowing all academic and administrative policies and regulations affecting their programs of study and for abiding by all such policies and regulations during their period of enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies and regulations as described herein and otherwise published by the University. Failure to understand the policies and regulations does not relieve a student of his or her responsibility for adhering to the policies and regulations.
Foundations

1. CRITICAL THINKING & WRITING 1 AND 2 (A TWO-COURSE THEMED SEQUENCE)

GOALS: Critical Thinking, Complexity, Communication

META-GOALS: Information Literacy and Intentional Learning

LEARNING OBJECTIVES: In the first course, students will

1.1 Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation.

1.2 Write essays that contain well-supported, arguable theses and that demonstrate personal engagement and clear purpose.

1.3 Reflect on and/or analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation.

1.4 Reflect on the writing process as a mode of thinking and learning that can be generalized across a range of writing and thinking tasks.

All students are pre-enrolled in Critical Thinking & Writing 1 and 2 before they arrive for Summer Orientation.

2. CULTURES & IDEAS 1 AND 2 (A TWO-COURSE THEMED SEQUENCE)

GOALS: Global Cultures, Arts & Humanities, Critical Thinking, Perspective

LEARNING OBJECTIVES: In the first course, students will

1.1 Recall details relevant to the course theme and historical context of the objects, texts, ideas, issues, and/or events studied.

1.2 Identify significant elements of the cultures examined.

1.3 Recognize the complexity of the cultures examined.

2.1 Make connections between the cultures and objects, texts, ideas, issues, and/or events examined in C & I 1 and 2.

2.2 Demonstrate increased understanding of the complexity and/or larger contexts of the cultures examined.

2.3 Question and/or evaluate the effects cultural understanding has on the interpretation of the objects, texts, ideas, issues, and/or events central to the two courses.

1.4 Analyze and/or interpret significant objects, texts, ideas, issues and/or events in their historical contexts, using at least one disciplinary method.

1.5 Reflect on and examine both shared and diverse human experiences so that they recognize the similarities and differences across cultures as well as historical periods; comprehend the relevance of the past to their understanding of the present while coming to understand the perspective of their own cultural assumptions and values.
2.4 Question and evaluate both shared and diverse human experiences so that they recognize similarities and differences across cultures as well as historical periods; comprehend the relevance of the past to their understanding of the present while coming to understand the perspective of their own cultural assumptions and values. Most students are pre-enrolled in Cultures & Ideas 1 and 2 before they arrive for Summer Orientation. The exceptions are students who enroll in Cultures & Ideas 1 and 2 in their second year because requirements for their majors must be completed in the first year.

3. SECOND LANGUAGE
GOALS: Communication, Perspective
LEARNING OBJECTIVES:
Students will
1.1 Demonstrate skill in the use of the modern or classical language for authentic communicative purposes, as appropriate to the language.
1.2 Demonstrate an understanding of the cultural products, practices, and perspectives exhibited in the language studied.
1.3 Demonstrate sensitivity to cultural differences as afforded by the language studied.

Students satisfy this requirement by completing a course at the level required by their degree:

- B.A. and B.S. (Social Sciences) students need to complete the 3rd course of any first year language, i.e., Elementary Language III.
- B.S. (Natural Sciences and Mathematics) students need to complete the 2nd course of any first year language, i.e., Elementary Language II.
- B.S.C. students need to complete the 2nd course of any first year language, i.e., Elementary Language II.

4. MATHEMATICS
GOALS: Critical Thinking, Mathematics & Quantitative Reasoning, Communication, Complexity
LEARNING OBJECTIVES:
Students will
1.1 Demonstrate their problem solving skills, including their ability to interpret problem situations, choose among several potentially appropriate mathematical methods of solution, persist in the face of difficulty, and present full and cogent solutions that include appropriate justification for their reasoning.
1.2 Understand and be able to articulate the differences between inductive and deductive reasoning. In particular, students will appreciate the role of mathematical proof in formal deductive reasoning and as a means of conveying mathematical knowledge and will understand the differences between proofs and other less formal arguments.

Students satisfy this requirement by completing a course at the level required by their degree:

- BUSINESS students must take MATH 30 and 31 (Calculus for Business I & II) or MATH 11 and 12 (Calculus & Analytic Geometry I & II). The MATH 30–31 sequence has business applications and is recommended for most students in the School of Business, unless the student expects to take a third quarter of mathematics, in which case they should take MATH 11 and 12. ENGINEERING students must take MATH 11.

- ARTS AND SCIENCES students select any course from this list.

MATHEMATICS AND COMPUTER SCIENCE (MATH)
- 4 The Nature of Mathematics
- 6 Finite Mathematics for Social Science
- 7 Calculus for Social Scientists
- 8 Introduction to Statistics
- 11 Calculus & Analytic Geometry I
5. RELIGION, THEOLOGY & CULTURE 1

GOALS: Global Cultures, Critical Thinking, Complexity, Religious Reflection

LEARNING OBJECTIVES:
Students will
1.1 Describe and compare the central religious ideas and practices from several traditions or within one, and from at least two globally distinct regions.

1.2 Use critical approaches to reflect on their own beliefs and the religious dimensions of human existence.

Students choose one course from the list below.

Religion and Society (RSOC)
7 South Asian Traditions
9 Ways of Understanding Religions
10 Asian Religious Traditions
19 Egyptian Religious Traditions

Scripture and Tradition (SCTR)
11 Origins of Western Religion
19 Religions of the Book

Theology, Ethics, and Spirituality (TESP)
2 Magicians, Athletes & God
4 The Christian Tradition
8 Franciscans & Jesuits: An Introduction to Catholic Spiritualities

6. ETHICS

GOALS: Arts & Humanities, Critical Thinking, Complexity, Ethical Reasoning

LEARNING OBJECTIVES:
Students will
1.1 Reason ethically by drawing on major ethical theories and traditions (e.g., virtue ethics, feminist ethics, deontological or consequentialist theories); by normatively assessing individual, professional, and institutional decisions; and by articulating their personal engagement with the meaning of the right and the good.

1.2 Analyze, critically evaluate, and apply major ethical theories and traditions to significant personal, professional, and institutional decisions. As part of such efforts, students will be able to articulate that they understand some central ethical concepts such as justice, happiness, the good, virtue, dignity, rights, and equality.

1.3 Demonstrate appreciation of nuance and ambiguity, as well as clarity and precision, in their thinking and writing about moral problems, concepts, and ideals.

1.4 Reflect on their own ethical decisions and actions, on their roles as morally responsible members of the human community, and on what it means to be a good person.

Busines students must satisfy this requirement with MGMT 6 or PHIL 6.

ENGINEERING and ARTS AND SCIENCES students may select any of the following courses.

Please note that not all courses with the word “Ethics” in the title satisfy this requirement.

Management (MGMT)
6 Business Ethics

Philosophy (PHIL)
2 Introduction to Ethics
3A Ethics in the Digital Age
4A Ethics & Gender
5 Ethical Issues in Society
6 Ethical Issues in Business
7 Ethical Issues in Medicine
8 Ethical Issues in Politics
9 Ethical Issues & the Environment
10 Ethical Issues in the Law
109 Ethics & the Environment
111 Bioethics & the Law
113 Ethics & Constitutional Law
123 Marx & Ethics

Psychology (PSYC)
114 Ethics in Psychology

Theology, Ethics and Spirituality (TESP)
159 Ethics of War & Peace

Women’s and Gender Studies (WGST)
58 Ethics & Gender

7. CIVIC ENGAGEMENT

GOALS: Civic Life, Collaboration, Civic Engagement, Communication

LEARNING OBJECTIVES:
Students will
1.1 Critically evaluate and express reasoned opinions about the role of public organizations (governmental, nongovernmental, multilateral, or international) in civic life through both oral and written work.

1.2 Analyze and evaluate civic issues by engaging in active and collaborative learning with peers and others through one or more of the following:
(a) working cooperatively with other students in class;
(b) actual observation and participation in the contemporary ramifications of various types of civic life or civic discourse; or
(c) working with civic organizations beyond the walls of the University.

BUSINESS students satisfy this requirement with MGMT 162 plus PHIL 6 or MGMT 6.
ENGINEERING students satisfy this requirement with ENGR 1 plus a capstone course in their major or with one of the courses listed below. ARTS AND SCIENCES students select any course from this list.

**Anthropology (ANTH)**
151 Law & Society
154 Environmental Anthropology
155 Conflict Resolution
158 Applied Anthropology

**Classics (CLAS)**
188 Classical Origins of Justice

**Communication (COMM)**
120A Environmental Communication
122A Media & Advocacy
147A The News Media
168A Race, Gender & Politics in the News
170A Communication Law

**Dance (DANC)**
59/159 Teaching the Performing Arts

**Experiential Learning for Social Justice (ELSI)**
50 Law & Social Justice

**English (ENGL)**
100 Literature & Democracy
105 Literacy & Social Justice
145 Milton
148EL Victorian Literature

**Environmental Studies (ENVS)**
22 Introduction to Environmental Studies

**Ethnic Studies (ETHN)**
130 Black Political Thought in Action
134 Black Social Movements
156 Race, Gender & Environmental Justice

**History (HIST)**
85 Introduction to U.S. Environmental History
96A Intro History of the U.S. I
96B Intro History of the U.S. II
115 Gender, Race & Citizenship
118 Representation, Rights & Democracy (1050–1792)
128 Victorian London
130A French Enlightenment & Revolutions in Global Context
130B Late Modern France & the World
184 American Historical Geography
186 History of California
188 The Progressive Era

**International Programs (INTL)**
139BF Community based Learning in Village Libraries

**Philosophy (PHIL)**
8A The Ethics of Citizenship

**Political Science (POLI)**
1 Introduction to U.S. Politics
116B Model UN: International Conflict Simulation
117 International Humanitarian Action: Darfur
119 The European Union
132 Transnational Political Movements
151 The Congress
171 Women & Law
198A Public & Nonprofit Sector Internship

**Psychology (PSYC)**
155 Psychology & Law

**Religious Studies (TESP)**
163 Christianity & Politics

**Sociology (SOCI)**
30 Self, Community & Society
132 Social Stratification
137 Social Change
157 Sociology of Family
161 Sociology of the Criminal Justice System
170 Applied Sociology

**Theatre (THTR)**
44 Modern American Theatre History
66 People’s Theatre

**Women’s and Gender Studies (WGST)**
76 Violence Against Women
101 Feminist Theory
113 Environmental Racism, Gender & Justice
117 Race, Gender & Politics in the News
118 Women & Law
8. DIVERSITY

GOALS: Diversity, Perspective, Social Justice, Complexity

LEARNING OBJECTIVES: Students will

1.1 Describe examples of diverse human experiences, identities, and cultures in the United States.

1.2 Identify and discuss paradigms that lead to inequity and injustice.

1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on.

1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.

Anthropology (ANTH)
90 Cross-Cultural Study of Women, Gender & Sexuality
148 Historical Archaeology
157 Family & Culture

Art History (ARTH)
186 History of Photography

Communication (COMM)
107A Intercultural Communication
121A Minorities & the Media

164A Race, Gender & Public Health in the News
168A Race, Gender & Politics in the News

Dance (DANC)
62/162 African American Dance History
66/166 Women in Dance History

Economics (ECON)
166 Race, Ethnicity, & Gender in the U.S. Economy

Education (EDUC)
106 Urban Education & Multi-Culturalism

English (ENGL)
35G African American Women Writers
38 Asian American Literature
39 Multicultural Literature of the U.S.
66 The Radical Imagination
67 U.S. Gay & Lesbian Literature
69 Literature by Women Writers of Color
122 Film, Gender, & Sexuality
122AW Film, Gender & Sexuality
125 Feminist Literary Theory & Criticism
155 Studies in Asian American Literature
156 Interdisciplinary Gay & Lesbian Studies

Ethnic Studies (ETHN)
5 Intro to Study of Race & Ethnicity
20 Intro to Chicana/o Studies
35 African American Women Writers
40 Intro to Asian American Studies
51 Intro to the South Asian Experience in the U.S.
96 Race, Class, Culture through Film
134 Black Social Movements

139 African American Psychology
141 Asian American Women
149 Civil Rights & Anti-Colonial Movements
152 Multiracial Identities
154 Women of Color in the U.S.
155 Racism in the United States
156 Race, Gender & Environmental Justice
157 Race, Gender, Class & the College Experience
178 Race & World War II

History (HIST)
84 Women in American Society
153 Civil Rights & Anti-Colonial Movements
177 Gays/Lesbians in U.S. History
178 Race & World War II
180 Native American History
181 United States Women since 1900
183 Whiteness & Immigration
187 The American West

Music (MUSC)
20 Music in American Cultures

Philosophy (PHIL)
70 Philosophy & Disability

Political Science (POLI)
134 Race & Ethnicity in Politics of Developed States
154 Women & Politics
171 Women & Law

Psychology (PSYC)
156 Psychology of Diversity
182 Gender in Human Development
189 African American Psychology

Sociology (SOCI)
33 Social Problems in the U.S.
150 Ethnic Enterprises
9. ARTS

GOALS: Arts & Humanities, Complexity, Communication, Collaboration

LEARNING OBJECTIVES:
Students will
1.1 Create and interpret art, individually and collaboratively.
1.2 Through artistic creation express knowledge and understanding of the world, humanity, and themselves.
1.3 Analyze and critique art to inform and inspire their own creative practice.

ENGINEERING students will satisfy this requirement with English 181 plus the Senior Design Project for their major or as below. ARTS AND SCIENCES and BUSINESS students will complete a total of four quarter units, selecting from the following courses, some of which carry fewer than four units.

Studio Art (ARTS)
30 Basic Drawing
32 Two Dimensional Design
35/135 Basic Printmaking
43/143 Basic Painting
48/148 Mixed Media Painting
50/150 Basic Black & White Camera & Darkroom
51/151 Exploring Society through Photography
57/157 Digital Photography
63/163 Basic Ceramic Sculpture
64/164 Basic Sculpture
71 Digital Printmaking
72 Survey of Computer Arts
73/173 3D Animation & Modeling
74/174 Basic Computer Imaging
75/175 Graphic Arts

Communication (COMM)
30 Visual Communication
31 Introduction to Digital Film Making
131B Intermediate Dramatic Production
132B Intermediate Documentary Production
162B Visual Cultural Communication

Computer Engineering (COEN)
165 3D Animation & Modeling
167 Multimedia/Interactive Projects

Dance (DANC)
40 Jazz Dance I
41 Jazz Dance II
42 Jazz Dance III
43 Beginning Ballet I
44 Ballet II
45 Ballet III
46 Modern Dance I
47 Modern Dance II
48 Modern Dance III
49 Dance Composition
50 Tap Dance I
51 Tap Dance II
59/159 Teaching the Performing Arts

English (ENGL)
71 Fiction Writing
72 Poetry Writing
126 Creative Writing & Social Justice
170 Writing for Children & Young Adults
171 Advanced Fiction Writing
| Music (MUSC)                  | 1 | Music Theory I           |
|                             | 1A | Aural Skills             |
|                             | 8  | Introduction to Music    |
|                             | 30 | Beginning Piano          |
|                             | 34 | Beginning Voice Class    |
|                             | 36 | Beginning Guitar         |
|                             | 40/140 | University Orchestra |
|                             | 42/142 | Concert Choir            |
|                             | 43/143 | Chamber Singers         |
|                             | 54/154 | Concert Band            |
| Theatre (THTR)              | 7  | Improv                   |
|                             | 8  | Acting for Non-Majors    |
|                             | 20 | Acting I                 |
|                             | 30 | Introduction to Design   |
|                             | 31 | Introduction to Production|
|                             | 32 | Costume Construction     |
|                             | 33 | Stage Lighting           |
|                             | 133| Scenic Design            |
|                             | 134| Costume Design           |

**NATURAL SCIENCE**

| Anthropology (ANTH)         | 1 | Introduction to Biological Anthropology |
|                             | 2 | Introduction to Archeology           |
| Biology (BIOL)              | 1 | Evolution, Genetics & Humankind       |
|                             | 3 | Fitness Physiology                   |
|                             | 4 | Light & Life                         |
|                             | 5 | Endangered Ecosystems                |
|                             | 6 | Oceans: Biology, Ecology & Sustainability |
|                             | 13 | Human Biology                        |
|                             | 18 | Exploring Biotechnology              |
|                             | 19 | Biology for Teachers                 |
|                             | 28 | 157 Environmental Biology in the Tropics |

**Chemistry (CHEM)**

| 1 | Chemistry in the Environment |
| 5 | Chemistry—An Experimental Science |
| 11 | General Chemistry I* |
| 19 | Chemistry for Teachers |

*Although Chem. 11 fulfills the Core Natural Science requirement, this rigorous chemistry course is designed for science and engineering majors and students taking the required courses for healthcare careers.

**Environmental Studies (ENVS)**

| 20 | The Water Wars of California |
| 21 | Introduction to Environmental Science |
| 23 | Soil, Water & Air             |

**Physics (PHYS)**

| 1 | Hands-on Physics |
| 2 | Introduction to Astronomy—The Solar System |
| 3 | Introduction to Astronomy—The Universe |
| 4 | Physics of Dance |
| 9 | Introduction to Earth Sciences |
| 12 | General Physics II |
| 32 | Physics for Scientists & Engineers II |

**Psychology (PSYC)**

| 65 | Foundations of Behavioral Neuroscience |

**11. SOCIAL SCIENCE**

GOALS: Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning

LEARNING OBJECTIVES:

Students will

1.1 Apply deductive and inductive reasoning to analyze social science topics.

1.2 Evaluate evidence used to validate theories, hypotheses, or predictions.

1.3 Appreciate that theories and data analysis often admit multiple interpretations, and evaluate the relative merits of alternative perspectives.

BUSINESS students satisfy this requirement with ECON 1.

ENGINEERING and ARTS AND SCIENCES students select any course from the following list.

**Anthropology (ANTH)**
GOALS: Critical Thinking, Complexity, Religious Reflection

LEARNING OBJECTIVES: Students will

2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief).

2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.

2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.

Students choose one course from the list below.

Prerequisite: Religion, Theology & Culture 1

Note: The department recommends that RTC 2 be taken after the completion of 44 units.

Anthropology (ANTH)
150 Religion in Culture and Society

Classics (CLAS)
63 Ancient Eros: Sex & Religion in Ancient Greece
65 Classic Mythology
67 Ancient Greek Religion
68 Ancient Roman Religion
69 Early Christianity

Communication (COMM)
175A Theology & Communication

English (ENGL)
161 Bible as Literature
189 Literature & Religion

History (HIST)
16 Ancient Greek Religion
17 Ancient Roman Religion
103 Jesuit History & Spirituality
117 State & Church in the Middle Ages, 1000–1450
126 Conflicts in Medieval Christianity

Political Science (POLI)
139 Religion & Politics in the Developing World

Religion and Society (RSOC)
33 Maya Spirituality
13. CULTURES & IDEAS 3

GOALS: Global Cultures, Diversity, Critical Thinking, Perspective

LEARNING OBJECTIVES:
Students will

3.1 Demonstrate an understanding of Asian, African, Middle Eastern, Eastern European, and/or Latin American cultures in their global and/or diasporic contexts.

3.2 Identify, analyze and evaluate the challenges and complexities in an interdependent world using methods appropriate to the discipline.

3.3 Reflect on their assumptions and ideas about geographically or culturally unfamiliar cultures and the connections to their own culture and society.

BUSINESS students satisfy this requirement with MGMT 80 (Global and Cultural Environment of Business). ENGINEERING and ARTS AND SCIENCES students select any course from this list.

Note: Study abroad versions of MGMT 80 do not always satisfy the requirement.

Recommendation: Enroll after completing Cultures & Ideas 1 and 2.

Anthropology (ANTH)
50 World Geography

88 Women, Gender & Sexuality in the Middle East
152 Political Anthropology
156 Anthropology of Muslim Peoples & Practices
172 Anthropology of Aging
181 Globalization & Culture Change in the Pacific Islands
185 Peoples of Latin America
186 Mesoamerican Prehistory
188 Middle East: Culture & Change

Art History (ARTH)
24 Introduction to the Arts of the Middle East
26 Introduction to the Arts of Asia
27 Introduction to the Arts of Africa
160 East-West Encounters in the Visual Arts
161 Photography in Japan
162 Visual Culture of Modern Japan
163 The Japanese Print
164 Islamic Art, 600-1350 C.E.

Classics (CLAS)
60 Introduction to Ancient Studies

Communication (COMM)
105A Multicultural Folktales & Storytelling
184A Postcolonial Identity & Communication
188A The Fantastic in Film & Literature

Dance (DANC)
68 Cultures on the Move

Economics (ECON)
134 African Economic Development

English (ENGL)
79A Writing & Non-Western Culture
128 Lit & Film of Arab World
153 Global Gay & Lesbian Cultures
157 Postcolonial & Commonwealth Lit & Theory
159 Studies in Indian Subcontinental & Diasporic Literature
164 Studies in Caribbean Literature
165 Studies in African Literature

Environmental Studies (ENVS)
50 World Geography

French (FREN)
111 Francophone Studies: Caribbean to Vietnam
112 Human Rights in French Black Africa & the Caribbean
113 Black African/Caribbean Women Writers
174 French & Francophone Novels & Films: Culture, Gender, Social Class

History (HIST)
64 Central America
91 Africa in World History
92 History of East Asia
95 Modern Latin America
102 Ethnic Cleansing & Genocide
104 World History until 1492
107 Spain & Morocco: Jews, Christians & Muslims 700–1700
116 Sex & Gender in the Era of High Imperialism
137 The Soviet Experiment
141 Politics & Development in Independent Africa
142 Modern West Asia & North America
143 Women in Political Revolutions
144 Islam in Africa
145 Islam in the Modern World
146A Medieval & Early Modern Japan
146B Modern Japan in the World
147A Premodern China in the World to AD 1600
147B Modern China in the World
150 Women in East Asia
151 Imperialism in East Asia
154B Modern India & Human Rights
161 Modern Mexico
162 Argentina
163 Cuba & the Caribbean
164 Seminar: Catholic Church in Latin America
166 Latin America: Peoples, Empires & Nations

Management (MGMT)
80 Global & Cultural Environment of Business

Political Science (POLI)
2 Introduction to Comparative Politics
3 Introduction to World Politics (China, India & Mexico)
50 World Geography
126 International Organizations
136 Politics of Central America & the Caribbean
137 Politics of South America
140 Politics in Less-Developed Countries
148 Politics in China

Sociology (SOCI)
134 Globalization & Inequality
138 Demography: Population & Resources

Spanish (SPAN)
137 Latin American Cultures & Civilizations
149 Contacts & Clashes: Latin American Cinema

Theology, Ethics, and Spirituality (TESP)
133 Trinitarian Theology: East & West

Women's and Gender Studies (WGST)
21 Women, Gender & Sexuality in the Middle East
122 Global Gay & Lesbian Cultures
123 Black African/Caribbean Women Writers
124 Sex & Gender in the Era of High Imperialism
125 Women in Political Revolutions
126 Women in East Asia
175 French & Francophone Novels & Films: Culture, Gender, Social Class

14. SCIENCE, TECHNOLOGY & SOCIETY

GOALS: Scientific Inquiry, Science & Technology, Critical Thinking, Complexity

LEARNING OBJECTIVES: Students will
1.1 Recognize and articulate the complexity of the relationship between science and/or technology and society.
1.2 Comprehend the relevant science and/or technology and explain how science and/or technology advance through the process of inquiry and experiment.
1.3 Analyze and evaluate the social impact of science and/or technology and how science and/or technology are themselves impacted by the needs and demands of society.

ENGINEERING students satisfy this requirement through a combination of ENGL 181 and 182 and the capstone for the major or with any of the courses listed below. BUSINESS students satisfy this requirement with OMIS 34.

ARTS AND SCIENCES students normally select any course from this list, but students majoring in Computer Science, Engineering Physics, Math, or Physics, may choose to satisfy this requirement by completing CSCI 10 and a CTW with STSPAR 1 & 2 sequence.

Accounting (ACTG)
134 Accounting Information Systems

Anthropology (ANTH)
4 Vanished Peoples & Lost Civilizations
5 Biological Anthropology & Popular Culture
132 Paleonanthropology
133 Human Nutrition & Culture: A Biocultural Perspective
134 Health, Disease & Culture
135 Human Development & Sexuality
136 Introduction to Forensic Anthropology
140 Food, Culture & Environment
147 The Archaeology of Complex Societies

Biology (BIOL)
109 Genetics & Society
135 Biofuels: Sustainable Energy for the Future?
144 Natural History of Baja
159 Plagues in the Age of Insects
171 Social & Ethical Dimensions of Biotechnology

Business (BUSN)
150 Feeding the World

Communication (COMM)
GOALS: Critical Thinking, Ethical Reasoning, Religious Reflection, Perspective

LEARNING OBJECTIVES:
Students will

3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions.
3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.

Students choose one course from the list below.

Note: RTC 3 only counts for the Core when it is taken after completing 88 units.

Prerequisite: Religion, Theology & Culture 2

1. Introduction to Computing & Applications
2. Internet Culture & Information Society
3. Sustainable Electric Energy
4. Nanotechnology & Society
5. The Joy of Garbage
6. Energy & the Environment
7. GIS in Environmental Studies
8. Biofuels: Sustainable Energy for the Future?
9. Natural History of Baja
10. Environmental Technology
11. Conservation Science
12. Conservation Psychology
13. Plagues/Epidemics/Infection
14. History of the Senses
15. Special Topics in Science, Technology & Society
16. Computer, Internet & Society
17. Social & Ethical Dimensions of Biotechnology
18. Chaos Theory, Mathematics & the Limits of Knowledge
19. Zen in Theory & Practice
20. Inventing Religion in America
21. Buddhism in America
22. Tibetan Buddhism: A Cultural History
23. Media & Religion
24. Christianity with an African Face
25. Religion in Latin America
26. Animals, the Environment & World Religions
27. Religion & the Presidency
28. Science, Religion & Global Warming
29. The Islamic Jesus
30. Religious Traditions & Contemporary Moral Issues
31. Gender & Judaism
32. Shia Islam in the Contemporary World
Integrations

16. EXPERIENTIAL LEARNING FOR SOCIAL JUSTICE

GOALS: Social Justice, Civic Life, Perspective, Civic Engagement

LEARNING OBJECTIVES:

Students will

1.1 Recognize the benefits of lifelong responsible citizenship and civic engagement in personal and professional activities.

1.2 Interact appropriately, sensitively, and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess.

1.3 Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups.

1.4 Make vocational choices in light of both their greatest gifts and the world’s greatest needs.

This requirement can be satisfied two ways: with one of the approved courses listed below or with an ELSJ milestone. EL after a course number indicates only sections with EL satisfy requirement. See www.scu.edu/core/ELSJ for more information about ELSJ placements and milestones.

Anthropology (ANTH)

3 Introduction to Cultural Anthropology

159 Globalization & Culture Change

Studio Arts (ARTS)

151 Exploring Society through Photography Arts & Sciences (ASCI)

Business (BUSN)

151 Food, Hunger, Poverty & Environment Immersion

195EL Reflecting on Global Fellowships

Communication (COMM)

40EL Introduction to Journalism

107A Intercultural Communication

141B Advanced Journalism

Dance (DANC)

59/159 Teaching the Performing Arts

189 Social Justice & the Arts
17. ADVANCED WRITING

GOALS: Critical Thinking, Complexity, Communication

LEARNING OBJECTIVES:

Students will

1.1 Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation of a specific discipline.

1.2 Write essays that contain well-supported, arguable theses and that demonstrate personal engagement and clear purpose.

1.3 Independently and deliberately locate, select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest argument appropriate for a specific discipline.

1.4 Consciously understand their writing processes as modes of learning and intentionally manipulate those processes in response to diverse learning tasks.

ENGINEERING students must satisfy this requirement with ENGL 181 and 182 (Engineering Communications). BUSINESS students must satisfy this requirement with ENGL 179 or 183.

ARTS AND SCIENCES students select any course from this list. AW after course number indicates only those sections satisfy the requirement.

Anthropology (ANTH)
114 Senior Project

Art History (ARTH)
100 Proseminar in History & Methods of Art History

Classics (CLAS)
181 Classical Tragedy
188 Classical Origins of Justice

Communication (COMM)
130 Global Screenwriting
141B Advanced Journalism
146B Magazine Journalism

English (ENGL)
20 Introduction to Literary Study
54 Introduction to Shakespeare
73 Life Writing
18. PATHWAYS

META-GOALS: Intentional Learning, Integrative Learning

LEARNING OBJECTIVES:

Students will

1.1 Describe connections among courses in their Pathways and between their Pathways and their majors.

1.2 Analyze a significant issue from at least two different disciplinary or methodological perspectives.

1.3 Reflect on the learning process itself and on the past and future of their vocational and educational choices.

Pathways, clusters of courses with a common theme, promote integrative and intentional learning. More specifically, they promote the ability to make intentional and reflective educational choices; to study a theme from a number of disciplinary or methodological perspectives; and to perceive connections and relationships among ideas.

Pathways also provide opportunities for undergraduate research experience and for deepening links with the Residential Learning Communities and Centers of Distinction, such as the Center for Science, Technology & Society, the Ignatian Center for Jesuit Education, and the Markkula Center for Applied Ethics.

ENGINEERING students will complete at least 12 units, usually three courses, approved for a Pathway. ARTS & SCIENCES and BUSINESS students will complete at least 16 units, usually four courses, approved for a Pathway.

TRANSFER Students who matriculate with 44 or more units complete at least 12 units, usually three courses.

DECLARING A PATHWAY

By the end of the sophomore year, students will declare a Pathway through eCampus. Transfer students will declare their Pathway before registering for their fourth quarter. Students may change Pathways through eCampus.

COMPLETING A PATHWAY:

PATHWAY REFLECTION ESSAY & PORTFOLIO

After students have completed 100 units, but before petitioning to graduate, each student will submit electronic copies of a two to three-page reflection essay and a portfolio containing a representative assignment from each Pathway course.

For more details, see www.scu.edu/core.
GUIDELINES FOR PATHWAYS

- All majors in the College of Arts & Sciences and Leavey School of Business except transfer students who matriculate with 44 or more units of transfer credit complete four-course Pathways.

- All engineering majors and transfer students who enroll with 44 or more units of transfer credit complete three-course Pathways.

- Students may include no more than two courses from any subject (e.g., ANTH, BIOL, ENGL, TESP).

- A student’s Pathway may contain no more than two courses in either the Cultures & Ideas sequence (C & I 1, 2, and 3) or the Religion, Theology, & Culture sequence (RTC 1, 2, and 3).

- Only one course in a Pathway may be a Foundations course (normally taken the first year).

- Some courses will be appropriate for more than one Pathway, but students will complete only one Pathway.

- Students may petition to have one study abroad course count toward a Pathway.

- Any course a student wants to include within a Pathway must have been approved for the Pathway. A list of approved courses is available on the Core website: www.scu.edu/core.

Leavey School of Business Requirements

All business students, regardless of major, are required to take the following courses in addition to the University-wide Core Curriculum requirements:

- **Calculus:** Two courses: MATH 11 (Calculus & Analytic Geometry I) or MATH 30 (Calculus for Business I); and MATH 12 (Calculus & Analytic Geometry II) or MATH 31 (Calculus for Business II). MATH 11 or 30 also satisfies the University-wide Mathematics requirement.

  Most business students take the Calculus for Business courses (MATH 30 and 31). Students who plan to take additional math should plan to take the Calculus and Analytic Geometry courses (MATH 11 and 12).

- **Introduction to Business:** Two courses: BUSN 70 (Contemporary Business Issues) and OMIS 17 (Introduction to Business Computing). Both should normally be completed during the freshman year.

- **Leadership Competency:** Four units spread over the first year. BUSN 71 (Foundations of Leadership) is a two-unit module to be taken in the winter quarter of the first year. BUSN 72 (Business Leadership Skills) is a two-unit class, which is to be completed in the spring quarter of the first year.

  Transfer students who matriculate with 44 or more units of transfer credit must complete the leadership competency requirement with MGMT 174 (Social Psychology of Leadership).

- **Accounting:** Two courses in Accounting: ACTG 11 (Introduction to Financial Accounting) and ACTG 12 (Introduction to Managerial Accounting).

- **Economics:** Three courses: ECON 1 (Principles of Microeconomics), ECON 2 (Principles of Macroeconomics), and ECON 3 (International Economics, Development & Growth). ECON 1 also satisfies the University-wide Social Science requirement.

- **Business Ethics:** MGMT 6 (Business Ethics) or PHIL 6 (Ethical Issues in Business). Also satisfies the University-wide ...
Ethics requirement.

**Global Business: MGMT 80**
(>Global & Cultural Environment of Business). Also satisfies the University-wide Cultures & Ideas 3 requirement.

*Note: Study abroad courses approved from MGMT 80 often do not satisfy the Cultures & Ideas 3 requirement.*

**Data Analysis:** Two courses: OMIS 40 (Statistics & Data Analysis I) and OMIS 41 (Statistics & Data Analysis II).

**Information Systems:** OMIS 34 (Science, Information Technology, Business & Society). Also satisfies the University-wide Science, Technology & Society requirement.

Accounting majors will satisfy this requirement with ACTG 134.

Upper Division Courses:

**Business Writing:** ENGL 179 (Practical Business Rhetoric) or ENGL 183 (Writing for Business). Also satisfies the University-wide Advanced Writing requirement.

**Management:** MGMT 160 (Organization & Management)

**Marketing:** MKTG 181 (Principles of Marketing)

**Finance:** FNCE 121 (Financial Management)

**Operations Management and Information Systems:** OMIS 108 (Operations Management)

**The Business Capstone:** MGMT 162 (Strategic Analysis). To be taken during senior year. MGMT 162 plus MGMT 6 or PHIL 6 also satisfy the University Civic Engagement requirement.

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**Engineering School Requirements**

The Engineering School requires that some University-wide Core Curriculum requirements be fulfilled with specific courses or sets of courses.

**Mathematics and Natural Science:** Fulfilled with courses also satisfying major requirements—usually by MATH 11 & CHEM 11—or by students’ Advanced Placement credits

**Second Language:** Fulfilled by two years of high school study in a second language

**Civic Engagement:** May be fulfilled by a combination of ENGR 1 and a senior design project

**Arts:** May be fulfilled by a combination of ENGL 181 and a senior design project

**Science, Technology, and Society:** May be fulfilled by a combination of ENGL 182 and a senior design project

**Advanced Writing:** ENGL 181 and 182

Engineering majors will complete the following requirements by taking a course approved for the designated Core requirement.

Some approved courses may satisfy two or more requirements simultaneously for engineering majors.

- Religion, Theology & Culture 1
- Ethics
- Diversity
- Social Science

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**Pathways:** Three courses (a minimum of 12 units) approved for a declared Pathway. One course may satisfy a major requirement; one course may satisfy a Foundations requirement; one course may be part of a Religion, Theology & Culture sequence.

Students who transfer from the School of Engineering to the Leavey School of Business or the College of Arts and Sciences will be expected to complete the Core Curriculum according to the rules of the program they transfer to.
Conclusion

Candidates for an undergraduate degree at Santa Clara University must complete all requirements for a bachelor’s degree as set forth by the University, their College or School, and academic departments or programs. Failure to understand these requirements does not relieve a student of his or her responsibility. Each student must be mindful of the general requirements and of relevant school and department requirements. However, students should also be aware that the Core Curriculum is more than a set of requirements. The Core provides the breadth in a Santa Clara education, which is as important to the educated person as the depth of knowledge achieved in the concentrated study of the major field. Students should work with their academic advisors to ensure that they take full advantage of the opportunities offered by the Core Curriculum.