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UNIVERSITY GENERAL INFORMATION

About Creighton

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 27 Jesuit colleges and universities in the United States, Creighton is a vibrant and diverse learning community that offers its students more than an education.

Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing more than 8,000 undergraduate, graduate and professional students with degree programs that emphasize education of the whole person—academically, socially and spiritually. The student body represents all 50 states and U.S. territories, as well as more than 40 countries.

Creighton offers 140 academic programs in nine colleges and schools (arts and sciences, business, nursing, law, dental, medicine, pharmacy, OT, PT and other health professions, graduate school, and adult learning and degree completion). Creighton study abroad programs take students to dozens of locations around the world annually.

Creighton University made its inaugural appearance in the prestigious National Universities category of U.S. News & World Report's 2020 list of "Best Colleges." Out of approximately 1,900 four-year colleges and universities nationwide ranked by U.S. News, universities in the National Universities category are recognized for offering a full range of undergraduate majors, plus master's and doctoral programs, as well as for producing groundbreaking research. A top-ranking National University classification marks an elevation in Creighton's reputation. For 16 years in a row, Creighton had been recognized as No. 1 in the Midwest category. View more details.

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border, and is home to four Fortune 500 companies and five Fortune 1,000 companies. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 120-acre campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

Omaha is on a number of "best" lists, as reported by the Greater Omaha Chamber of Commerce, including: No. 1, Best Cities for College Grads *(ZipRecruiter, 2018)*; No. 1, Beyond Silicon Valley: 5 Up-and-Coming Tech Hotspots *(Livability, 2018)*; and No. 5, 10 U.S. Cities Where Employees are the Happiest *(Fortune, 2019)*; among others.

In addition to the main campus in Omaha and online education accessible from anywhere in the world, Creighton has a College of Nursing campus in Hastings, Nebraska, and a health sciences campus in Phoenix, Arizona.

History

Edward and Mary Lucretia Creighton, along with Edward's brother John, settled in Omaha in the mid-1850s. John married Mary Lucretia's sister Sarah Emily Wareham in 1868 and the four are considered the founders of Creighton University. Edward's work with the transcontinental telegraph and freighting, ranching, railroading and banking became a major force in the city's economic development. The two brothers were widely known for their business enterprises and the two couples were equally widely regarded for their philanthropy.

Edward died in 1874 and his widow included $100,000 in her will to establish Creighton College in her husband's memory. Mary Lucretia died in 1876 and her executors, who included her brother-in-law John, purchased 6.2 acres of land at the northwest corner of what is currently 24th and California streets. They began to build a school and transferred the land, building and additional securities to Bishop James O'Connor of Omaha.

The bishop asked the Jesuits to operate the school and the first president arrived in Omaha in late 1877; the school opened on Sept. 2, 1878, to 120 students. Bishop O'Connor in 1879 surrendered his trust to the Jesuits, who incorporated the University under Nebraska law.

Edward and Mary Lucretia's generosity is credited with establishing Creighton College, while John and Sarah Emily's philanthropy enlarged it to a five-school university. Today, Creighton University consists of the main campus in Omaha, a health sciences campus in Phoenix, a satellite nursing campus in Hastings, Nebraska, online and partnership educational programs, and nine schools and colleges:

- College of Arts and Sciences (1878)
- School of Medicine (1892)
- School of Law (1904)
- School of Dentistry (1905)
- School of Pharmacy and Health Professions (1905)
- Heider College of Business (1920)
- College of Nursing (four-year bachelor's degree program began in 1958; college established in 1971)
- College of Professional Studies (established as University College in 1983)

Creighton Colleges and Schools

College of Arts and Sciences (https://ccas.creighton.edu)

The College of Arts and Sciences is the oldest and largest of Creighton's nine colleges and schools. The college offers more than 60 majors and minors; an 11:1 faculty-to-student ratio; and research opportunities for undergraduates in all disciplines. Creighton encourages student involvement in research through the Center for Undergraduate Research and Scholarship (CURAS); almost 400 undergraduate students present research at national and regional scholarly conferences annually. These efforts and others have resulted in Creighton being named among only 90 universities in the nation for undergraduate research opportunities by *U.S. News & World Report*. Excellence in research is one reason Creighton has produced 20 Goldwater Scholars in the last 14 years, ranking first among Catholic universities for success in this prestigious undergraduate scientific research scholarship.

More than half of the college's students attend graduate or professional school upon graduation, including at such institutions as Harvard, Stanford, Oxford and Cambridge universities. The College of Arts and Sciences hosts a chapter of Phi Beta Kappa, the nation's oldest and most prestigious honor society for liberal arts and sciences graduates. Interdisciplinary programs include such areas as neuroscience, healthy lifestyle management, sustainability studies, digital humanities, health administration, justice and peace studies, and more. The Department of Journalism, Media and Computing prepares students for success in today's technology-driven world by melding programs in journalism, graphic design and computing.

Heider College of Business (https://business.creighton.edu)

Established in 1920, the Heider College of Business is Creighton's first named college, in recognition of philanthropists Charles (BSC'49) and Mary Heider. It is among only 2 percent of schools in the world accredited in both business and accounting by the Association to Advance Collegiate Schools of Business International. The faculty includes more chartered financial analysts than any other higher education institution in the world.

For 2019, Heider College was ranked a Top 100 business program by *U.S. News & World* Report; undergraduate finance ranked 17th; undergraduate accounting ranked 15th; graduate finance ranked 15th; and graduate accounting ranked 25th. The college reports 99 percent of recent graduates were employed or in graduate school within six months of graduation, and accounting majors have had a 100 percent placement rate for the past 10 years.

Students receive real-world experience, including investing University funds through the Portfolio Practicum class; planning the Creighton Business Symposium, the largest U.S. student-planned business event; and working with the Business Ethics Alliance, the leading nonprofit dedicated to city-level business ethics programming. Programs offering interdisciplinary opportunities include 3/3 Law (business and law degrees attained in six years); Pre-Healthcare (combines a business degree with completion of requirements for health care professional programs); and the MD/MBA (students complete an MBA during the third year of medical school).

College of Nursing (https://nursing.creighton.edu)

Creighton University's College of Nursing has achieved a national reputation for innovative curricula and programs that keep pace with the ever-changing field of nursing. Creighton's accelerated BSN degree program was one of the first in the nation. Creighton was the first nursing program in Nebraska to offer a Doctor of Nursing practice (DNP) degree and preparation for one of the newest nursing roles, the clinical nurse leader (CNL). Creighton nursing faculty are nationally and internationally known for both clinical research and the scholarship of teaching and learning.

Education is delivered at three campuses, in Omaha and Hastings, Nebraska, and Phoenix, and is supplemented by select online courses and tracks. In addition to BSN, MSN and DNP degrees, the College of Nursing offers post-graduate certificates in a number of areas, including adult-gerontology acute care nurse practitioner, family nurse practitioner, neonatal nurse practitioner, pediatric acute care nurse practitioner, psychiatric mental health nurse practitioner and clinical nurse leader.

Creighton BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination (NCLEX-RN). In addition, annual pass rates on the certification examination for nurse practitioner-track graduates generally range from 90 to 100 percent for first-time test-takers.

College of Professional Studies (https://adultdegrees.creighton.edu)

For over 35 years, Creighton University's College of Professional Studies has been helping adult students fulfill their dreams of completing their college degrees. The College of Professional Studies provides on-campus and online undergraduate degrees, certificates and noncredit programs. Through bachelor's degree programs in leadership, Emergency Medical Services and Healthy Lifestyle Management, students develop the skills needed to enhance their careers or change course in their professional lives. In 2019, Creighton's online bachelor's degree programs were ranked No. 33 nationally by *U.S. News & World Report.*

Transferring into the College of Professional Studies puts students on the fast track to reaching their goals. The college generously accepts up to 80 hours of transfer credits. Students are assisted in creating a Prior Learning Passport, which can allow them to earn credits based on their professional certifications and licenses, military service and standardized national exam results.

Graduate School (https://gradschool.creighton.edu)

Since 1926, Creighton University's Graduate School has been teaching students to have the wisdom, judgment and faith to work for a more just society. Currently, more than 1,500 students are developing their skills and unleashing their potential through 45+ master's and doctoral degree programs in fields such as business, health care, leadership, conflict resolution, education, ministry, science and more. Over two-thirds of students are enrolled in an online program, allowing them to work toward a graduate degree wherever and whenever it's convenient for them.

Students come from across the country and around the world to earn their degree from Creighton University. For example, 45 states and 10 countries are represented in the online Doctoral Program in Interdisciplinary Leadership (EdD).

In addition to master's and doctoral degree programs, the Graduate School also offers 22 graduate certificates and over 25 dual degree options. No matter students' passions or interests, they find a graduate program at Creighton to help them reach their goals.

School of Dentistry (https://dentistry.creighton.edu)

The School of Dentistry, which opened in a new technology-rich education and clinic building in 2018, has a reputation for excellence; faculty members serve in leadership and advisory roles with local, regional and national organizations. Graduates become general dentists or pursue residency programs, advanced degrees and specialty training in nearly all 50 states; 20 to 25 percent of Creighton dental graduates achieve post-doctoral training. Creighton is considered to have one of the most affordable private dental schools in the United States.

Hands-on clinical experience as well as community service are hallmarks of a Creighton dental education: the dental clinic serves more than 12,000 patients annually; students and faculty volunteer through OneWorld

Community Health Center, "Give Kids a Smile," Heart Ministry Clinic, Special Olympics, outreach in the Dominican Republic, and more. Creighton's Healthy Smiles program provided preventive dental services for approximately 2,500 elementary school children last year.

Forty-one percent of Creighton dental students come from states without dental schools; Creighton has contracts with Idaho and Wyoming and offers Western Interstate Commission for Higher Education (WICHE) seats for dental students from New Mexico and North Dakota. Creighton is a dental pipeline school for Native American students interested in dentistry

School of Law (https://law.creighton.edu)

The School of Law was established in 1904. Today, the 296 students in the School of Law are taught by 28 full-time professors and 45 adjunct faculty members who are prosecutors, public defenders and other practicing attorneys. Last year's graduates accepted offers of employment in 16 states.

Creighton law students have the flexibility to earn a JD degree in two, three or four years. Other programs include earning a JD plus a master's degree in negotiation and dispute resolution in three years; the Government and Leadership (GOAL) Program, which provides a JD and a master's degree in three years, including an externship in Washington, D.C.; and the joint JD/MBA with the Heider College of Business.

Innovative educational experiences include a constitutional law seminar offered every other year allowing face-to-face discussion with a U.S. Supreme Court justice; the summer program, "From Nuremberg to the Hague," featuring the study of international criminal law, war crimes and the Holocaust in Germany and The Netherlands; and an annual immersion trip to the Dominican Republic that encourages law students to reflect on life, law and poverty in a less-developed nation.

The School of Law assists students interested in public-interest law by offering summer grants to first- and second-year students for otherwise unpaid externships with government and nonprofit law offices. Students also gain experience through the Abrahams Legal Clinic, which gives free legal services to low-income individuals, especially victims of domestic violence, and the Immigration and Refugee Clinic, which assists clients in cooperation with the nonprofit Immigration Legal Center, an affiliate of the Justice for Our Neighbors network.

School of Medicine (https://medschool.creighton.edu)

The School of Medicine was established in 1892 as the John A. Creighton Medical College. The medical school's primary Omaha clinical partner, CHI Health, has 15 hospitals throughout Nebraska and Western Iowa, including the two campuses in Omaha for CHI Health Creighton University Medical Center. In 2018, Creighton announced it is constructing a health sciences campus in Phoenix – expanding existing relationships, providing new opportunities for students, and meeting a critical need for health care professionals in the Southwest.

Creighton graduates' medical licensing scores and pass rates consistently exceed the national average and 96 percent of 2019 graduates matched with their specialty of choice. One hundred percent of Creighton medical students perform community service while in medical school. Creighton was the first Catholic university to receive the prestigious Community Service Award from the Association of American Medical Colleges (AAMC); the award recognized the student-founded and student-run Magis Medical Clinic, which provides free health care for uninsured and underinsured people in Omaha.

Faculty members and their research are world-renowned. The medical school is an international leader in hereditary cancer and osteoporosis, with other outstanding programs including infectious disease, cardiovascular disease, nutrition/metabolism and neuroscience. A landmark study conducted at Creighton suggested that boosting vitamin D3 intake can significantly reduce the risk of breast and other cancers. Researchers in biomedical sciences, medical microbiology/immunology and pharmacology are making discoveries in atherosclerosis, bacterial resistance, cancer, hearing restoration, brain injury, bone growth/bone loss and more.

School of Pharmacy and Health Professions (https://spahp.creighton.edu)

Established in 1905 as the Creighton College of Pharmacy, the School of Pharmacy and Health Professions (SPAHP) expanded over the years to include other health professions. The school is an academic pioneer, offering the first entry-level occupational therapy (OTD) and physical therapy (DPT) doctorates in the nation; the first accredited online pharmacy program in the nation; the first post-baccalaureate Doctor of Occupational Therapy program in the country; and more than 40 years of emergency medical services (EMS) education. SPAHP also has innovative partnerships with the University of Alaska Anchorage (OTD and PharmD) and Regis University in Denver (OTD).

SPAHP faculty are renowned: the school has one of the largest OT faculties in the nation, with more than 20 faculty members holding terminal degrees. For more than 25 years, faculty members in the Center for Drug Information and Evidence-Based Practice have provided evidence-based, timely and unbiased information to health care professionals (fewer than 15 percent of pharmacy schools in the U.S. offer as much drug information expertise to the professional community), and the Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety, research and education.

First-time national licensure pass rates in pharmacy, OT and PT have been nearly 100 percent the past several years, and more than 80 percent of the school's students receive one to three job offers before they graduate. They have access to an expanse of clinical training sites in every health care discipline, including pediatrics, geriatrics, mental health, acute and long-term care and more. Service to others is a hallmark of the school, with students giving more than 8,500 hours of community service last year.

Mission, Learning Outcomes, and Goals and Objectives

Mission Statement

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

As **Catholic**, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

As **Jesuit**, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

As **comprehensive**, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual, and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

University Assessment of Learning Outcomes

The University Assessment Committee has articulated six university-level outcomes that are common to all undergraduate, graduate, and professional student experience.

All Creighton graduates will demonstrate:

1. disciplinary competence and/or professional proficiency,
2. critical thinking skills,
3. Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice,
4. the ability to communicate clearly and effectively,
5. deliberative reflection for personal and professional formation,
6. the ability to work effectively across race, ethnicity, culture, gender, religion and sexual orientation.

Each program defines its learning goals/graduate outcomes, and these outcomes should be in alignment with each College/School's goals as well as the broader university-wide goals. A variety of outcome measures are used within each of the programs to provide evidence of student learning, and to assess how well the learning goals/graduate outcomes are being met.

Goals and Objectives

Creighton University exists to educate her students with a view to their intellectual expansion, social adequacy, physical development, aesthetic appreciation, and spiritual enrichment. Creighton serves her publics primarily through teaching and research. Employing the techniques of teaching and research offers numerous opportunities to provide community service and leadership.

Creighton has behind it a pattern of more than four centuries of Jesuit teaching. The Order's focus has always been on the total person, an approach that includes development of each student's talents to assure that he or she can meet both material and spiritual needs.

Members of every denomination are enrolled in and welcome to all courses in the University. While Creighton fosters learning in a Christian-oriented setting and challenges students to reflect on transcendental truths, students are not required to participate in religious services or activities.

All educational programs of Creighton University are open to both men and women.

The University Assessment Plan has been established to help measure the success of Creighton's academic programs. Each college and school has in place its own appropriate plan to determine student achievement in its programs and to implement changes for continuous improvement in Creighton's assessment plans, and students participate with faculty and administration in striving for improvements in the teaching-learning process. In addition, the University Plan embraces Student Life, and the special areas of cultural diversity and service to others, values which are emphasized in Creighton's Mission Statement.

Accreditations and Approvals

Creighton University is fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

The Heider College of Business is an accredited member of the Association to Advance Collegiate Schools of Business-AACSB (https://www.aacsb.edu/accreditation) International (graduate and undergraduate programs). The accounting program has been accredited (Type A - baccalaureate) by the Accounting Accreditation Committee of the Association.

The Creighton University EMS Education Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (https://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Education Programs for the Emergency Medical Services Professions. The program also is approved by the State of Nebraska.

The Baccalaureate degree in Nursing, Master's degree in Nursing, Doctor of Nursing Practice, and post-graduate APRN certificate at Creighton University is accredited by the Commission on Collegiate Nursing Education (www.aacnnursing.org (https://www.aacnnursing.org)).

The Department of Social Work is an accredited Council on Social Work Education (CSWE (https://www.cswe.org/Accreditation.aspx)) program preparing professional undergraduate social workers.

The teacher education programs of Creighton University are fully accredited by the National Council for Accreditation of Teacher Education (NCATE (http://www.ncate.org/accreditation/about-accreditation/what-is-accreditation)) for the preparation of elementary, secondary, and special education teachers at the undergraduate level, and for the graduate-level preparation of teachers, school principals and school counselors.

The program in predoctoral dental education is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678.

The Commission's web address is: ada.org/en/coda (https://www.ada.org/en/coda).

The Creighton University School of Law is fully accredited by the American Bar Association Section (ABA (https://www.americanbar.org/groups/legal_education)) of Legal Education and Admissions to the Bar. The School of Law is also a member of the Association of American Law Schools (https://www.aals.org).

The School of Medicine is fully accredited by the Liaison Committee on Medical Education (LCME (http://lcme.org)), representing the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. The Department of Education recognizes the LCME for the accreditation of programs of medical education leading to the M.D. degree in institutions that are themselves accredited by regional accrediting associations. Institutional accreditation assures that medical education takes place in a sufficiently rich environment to foster broad academic purposes. The School of Medicine is also an institutional member of the Association of American Medical Colleges.

The School of Medicine is also accredited by The Accreditation Council for Graduate Medical Education (ACGME (https://www.acgme.org)) for the training of medical residents.

The School of Pharmacy and Health Professions programs are accredited as follows:

> The Pharmacy program, accredited by the Accreditation Council for Pharmacy Education (ACPE (https://www.acpe-accredit.org)), is a member of the American Association of Colleges of Pharmacy.
>
> The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE (https://www.aota.org/education-careers/accreditation.aspx)) of the American Occupational Therapy Association Inc.
>
> The program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE (http://www.capteonline.org/home.aspx)).

The University is also approved by and/or a member of the following: American Council on Education, Association of American Colleges and Universities, Association of Catholic Colleges and Universities, Association of Independent Colleges and Universities of Nebraska, Association of Jesuit Colleges and Universities, Council for the Advancement and Support of Education, Council for Higher Education Accreditation, National Association of Independent Colleges and Universities, Commission on Accreditation of Allied Health Education Programs, Council for Opportunity in Education, American Association of Colleges for Teacher Education, American Association of University Professors, American Association of University Women, Association of Schools of Journalism and Mass Communication, Association of Independent Liberal Arts Colleges for Teacher Education, Council of Graduate Schools in the United States, Council on Social Work Education, International Association of Catholic Universities, Midwest Association of Graduate Schools, National Association of Educational Broadcasters, National Association for Foreign Student Affairs, National Council for Accreditation of Teacher Education, Nebraska Council on Teacher Education, and Nebraska State Board of Educational Examiners.

Creighton University is authorized to provide online education (https://online.creighton.edu). See creighton.edu/state_authorization for current listing.

University Libraries

Library

The Creighton University Libraries, (Health Sciences, Law, and Reinert-Alumni) share a commitment to providing outstanding resources, expertise, and facilities to all our undergraduate, graduate and professional programs whether online or on campus. All three libraries have developed unique collections, services, and resources that are designed to maximize students' personal and educational experiences while at Creighton and beyond. Each library has an array of expert information professionals who provide research, database, and library related technology support to students, including distance learners. Learning spaces in the University Libraries offer a variety of furnishings and technology for individual and collaborative study. Go to www.creighton.edu/libraries to explore any of the Creighton University Libraries.

Campus Facilities

Creighton's 120-acre urban campus encompasses more than 50 buildings, providing excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University for 11 straight years and has been named a "green college" by *Princeton Review* for a strong commitment to the environment and sustainability. In 2019, *USA Today* named St. John's Church one of "51 amazing university and college buildings" in the U.S.

Recent facility projects include a new pharmacy skills lab, the relocation and renovation of the Clinical Assessment and Simulation Center, upgrades to several undergraduate science labs, an expanded dining facility, and renovated occupational therapy and physical therapy labs. A new 200,000-square-foot School of Dentistry building opened in 2018, featuring the latest in classroom, laboratory and clinical technology and accommodating larger class sizes and expanded community dental health outreach.

Recognition of Scholarship and Leadership

Creighton University applauds the scholastic effort and achievement of its students. In addition to the numerous scholarships, awards, and honor societies from each School and College that recognize student accomplishments, Creighton is proud to honor students with the following:

Alpha Sigma Nu is a national Jesuit honor society for men and women, awarded on the basis of scholarship, loyalty and service.

Phi Beta Kappa, Beta of Nebraska (Creighton Chapter). Founded in 1776, Phi Beta Kappa is the nation's oldest honor society. It celebrates and advocates excellence in the liberal arts and sciences, and only 10 percent of American colleges and universities have earned the privilege of hosting a chapter. Once a year, the chapter invites select juniors and seniors with an outstanding academic record in the liberal arts and sciences to become members.

The **Spirit of Creighton Award** is a citation conferred on a male and a female student by the President of the University annually at Commencement for demonstrating remarkable initiative and able enterprise, wisdom in action, modesty in achievement, and great personal sacrifice for the good of others.

The Alumni Association

Creighton University seeks to maintain lifelong relationships with former students of the University. The Creighton University Alumni Association, formed in 1892, assists the University in keeping alumni engaged with the institution. Its mission is to "advance the interests of the Creighton family through a commitment to academic excellence, Judeo/Christian ethics and a lifelong relationship between Creighton alumni and their University that enriches both."

The Alumni Association is governed by the National Alumni Board. This board represents the alumni community in matters affecting the University; supports and assists the University in fulfilling its strategic goals; and provides services, programs and support consistent with the Alumni Association's mission.

Alumni programs vary widely and include all-University events, Reunion weekend, class reunion activities, community service projects, college/school specific activities, recent alumni activities, regional events, career networking and social networking. Information on the Alumni Association can be found on the web at alumni.creighton.edu.

Non-discrimination Statement

Creighton University is committed to providing a safe and non-discriminatory educational and employment environment. The University admits qualified students, hires qualified employees and accepts patients for treatment without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, gender identity, gender expression, veteran status, or other status protected by law. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination.

Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Executive Director for the Office of Equity and Inclusion (see below). To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact Human Resources (for employees), Cardiac Center or by telephone 402.280.2709, or Office of Disability Accommodations (for students), Old Gym 437 or by telephone 402.280.2166.

The following person has been designated to monitor compliance and to answer any questions regarding the University's non-discrimination policies:

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Equity and Inclusion
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www2.ed.gov/about/offices/list/ocr (https://www2.ed.gov/about/offices/list/ocr).

Diversity and Inclusion Policy

Creighton University, inspired out of a Catholic and Jesuit tradition, treasures the innate dignity of each member of our community and upholds the sanctity of each human being as a profound gift of God. Finding the resplendence of the divine reflected in the uniqueness of every person, we seek, acknowledge and celebrate diversity at Creighton because our Catholic and Ignatian heritage inspires and impels us to do so.

Diversity in principle is the "service of faith in the promotion of justice." Diversity enhances our social selves and intellectual lives by exposing all of us to methods, styles and frames of reference that challenge our unexamined assumptions helping us unmask personal, cultural, institutionalized, and organizational discrimination and stigmatization, recognizing that ignorance and stereotypes create and sustain privileges and preference for some, while creating and sustaining marginalization and oppression for others.

In a truly Catholic context, diversity at Creighton commends inclusion as a prudential, virtuous, and practical principle. Celebrating diversity at Creighton is an invitation to incarnate our mission to educate lifelong learners who will be agents for change in our local communities and in the world. Diversity at Creighton animates our varied intellectual pursuits and enriches our mission to "seek Truth in all its forms."

To this end, Creighton faculty, staff, students and administrators seek to foster an environment of awareness, inclusion, and compassion for everyone in our community and our guests, regardless of age, culture, faith, ethnicity, immigrant status, race, gender, sexual orientation, language, physical appearance, physical ability, or social class. Our caring, hospitable community, our attention to those who are underserved, our academic and co-curricular offerings, and our admissions, hiring, and promotion policies all give testimony to our desire to make Creighton a welcoming, inclusive community. We do this by constant vigilance and reassessment of our campus climate, reaching out to those who are marginalized and whose voices are muted by the mainstream.

Services for Students with Disabilities

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the

particular circumstance of a request for accommodation warrants. Students are encouraged to make requests for appropriate academic adjustments as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and functional limitations. Students may be required to complete additional evaluation of limitations by Creighton University's Center for Health or Counseling or other appropriate agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and recommendations for accommodations to appropriate University personnel. For more information, contact the director of the Office of Disability Accommodations (http://www.creighton.edu/disabilitysupportservices) at 402.280.2166 or email leclair@creighton.edu.

Email as Official Means of Communication

The Creighton University assigned e-mail account shall be the official means of communication with all students, faculty and staff. All community members are responsible for all information sent to them via their University assigned e-mail account. Members who choose to manually forward mail from their University e-mail accounts are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.

All faculty, staff and students are required to maintain an @creighton.edu computer account. This account provides both an online identification key and a University Official E-mail address. The University sends much of its correspondence solely through e-mail. This includes, but is not limited to, policy announcements, emergency notices, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff and students. Such correspondence is mailed only to the University Official E-mail address.

Faculty, staff and students are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff and students have the responsibility to recognize that certain communications may be time-critical.

Graduation Rates

Creighton University is pleased to provide information regarding our institution's graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. To request graduation rate information, please contact the University Registrar at 402.280.2702 or registrar@creighton.edu.

Degree Policies

Undergraduate Degrees

Creighton University does not award dual (two) or multiple undergraduate degrees, whether concurrently or consecutively. Undergraduate students may complete more than one major, but may not earn more than one degree. The student will choose which major will be primary, which is what will determine the type of degree (B.A., B.S., B.S.Chm., B.S.B.A., B.F.A., or B.S.Evs.

Joint and Dual Degree Definitions

Dual Degree

A dual degree program is an integrated program of study designed to result in students earning two distinct University degrees in parallel by completing the requirements of two full degree programs, typically over a period of time shorter than would otherwise be required to complete both programs sequentially. It requires the completion of all requirements for each degree, but allows students to count designated credits to fulfill the requirements for both degrees. Students must be accepted and meet the requirements for each degree and follow the rules for the transfer or use of credit from one program to the other. Dual degree programs are primarily designed for the degrees to be earned concurrently, however may be earned consecutively. When one of the degrees is a bachelor's degree, the degrees will normally be earned consecutively. Undergraduate degrees describe a full program of study, which includes the core, major requirements, and credit hour requirements. Dual degrees can be any combination of Undergraduate degree and Graduate degree or two Graduate degrees, however, a student may not earn two Undergraduate degrees, whether concurrently or consecutively.

Joint Degree

A joint degree is a single academic degree jointly conferred by two or more accredited institutions, or two or more schools/colleges, within a single, accredited institution. Both institutions, or schools/colleges, would participate in the joint degree program.

The Jesuit Order

The Society of Jesus is a Roman Catholic religious order of men known as the Jesuits. It was founded in Paris by St. Ignatius of Loyola over 460 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities in the United States.

The Jesuits are the founding order of Creighton University and turned the governance of Creighton over to the Board of Trustees in 1968. While the main focus of the Jesuits in the United States is on education, the order is primarily a missionary order which is also involved in spiritual direction, retreat centers and social justice work. There are presently 40 Jesuits at Creighton, including faculty, staff, administrators, chaplains and students.

The Jesuit tradition strives to form women and men to be of service for and with others. The hallmarks of a Jesuit education are excellence, service, leadership and faith. St Ignatius of Loyola saw the world as manifesting God's goodness, and graduates of Jesuit universities and colleges are called upon to "set the world on fire" by studying it, engaging with it, and changing it so that all people recognize their true identity as beloved sons and daughters of God.

American Jesuit Colleges and Universities

Alabama	Spring Hill College, Mobile
California	Loyola Marymount University, Los Angeles
	University of San Francisco, San Francisco
	Santa Clara University, Santa Clara
Colorado	Regis University, Denver

Connecticut	Fairfield University, Fairfield
District of Columbia	Georgetown University, Washington
Illinois	Loyola University Chicago
Louisiana	Loyola University New Orleans
Maryland	Loyola University Maryland, Baltimore
Massachusetts	Boston College, Chestnut Hill
	College of the Holy Cross, Worcester
Michigan	University of Detroit Mercy, Detroit
Missouri	Rockhurst University, Kansas City
	Saint Louis University, St. Louis
Nebraska	Creighton University, Omaha
New Jersey	Saint Peter's University, Jersey City
New York	Canisius College, Buffalo
	Fordham University, Bronx & Manhattan
	Le Moyne College, Syracuse
Ohio	John Carroll University, Cleveland
	Xavier University, Cincinnati
Pennsylvania	Saint Joseph's University, Philadelphia
	University of Scranton, Scranton
Washington	Gonzaga University, Spokane
	Seattle University, Seattle
Wisconsin	Marquette University, Milwaukee

(Seminaries and high schools are not included in this list.)

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
One Dupont Circle, Suite 405
Washington, D.C. 20036
phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (http://www.ajcunet.edu)

UNIVERSITY ADMINISTRATION

University Board of Trustees

as of July 1, 2019

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Mr. Bruce R. Lauritzen	Chairman, First National of Nebraska & Lauritzen Corporation
Rev. William P. Leahy, S.J., Ph.D.	President, Boston College
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Janis M. Orlowski, M.D.	Chief Health Care Officer, Association of American Medical Colleges
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Mr. Mark H. Rauenhorst	President, Marren Properties
Mr. Robert A. Reed, Jr.	President and CEO, Physicians Mutual Insurance Company
Mr. William J. Roe	Retired
Rev. Nicholas Santos, S.J., Ph.D.	Rector, Jesuit Community, Creighton University
Mr. Tobin A. Schropp, J.D.	Senior Vice President and General Counsel, Kiewit Corporation
Ms. Ann Schumacher	President, CHI Health Immanuel & CHI Health Mercy Council Bluffs
Jeffrey D. Sullivan, S.J. (Associate Trustee)	Scholastic, Society of Jesus
Nick W. Turkal, M.D.	President and Chief Executive Officer, Advocate Aurora Health
Mr. Mark R. Walter, J.D.	Chief Executive Officer, Guggenheim Partners
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Mr. Gary K. Witt	Consulting Director, Lutz and Company
Mr. Ryan M. Zabrowski	Principal, Investors Realty, Inc.
Mr. Patrick J. Zenner	Retired

Officers of Administration

as of July 1, 2019

Daniel S. Hendrickson, S.J., Ph.D.	**President**
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Bruce D. Rasmussen, B.S.B.A.	Director, Intercollegiate Athletics
General Counsel	
James S. Jansen, J.D.	General Counsel and Corporate Secretary
Andrea M. Jahn, J.D.	University Privacy Officer and Associate General Counsel to Health Sciences
Stuart Martens, J.D.	Director, Intellectual Resource Management
Allison Taylor, M.S.Ed.	Executive Director, Equity and Inclusion
Meredith Lierk, M.Div.	Associate Director, Violence Intervention & Prevention

University Relations	
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Adrian Dowell, M.B.A., M.A.	Assistant Vice President, Athletics Development
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Meghan Frost, M.A.	Assistant Vice President, Development for Creighton University Arizona Health Sciences
Amy McElhaney, M.S.	Interim Assistant Vice President, Advancement Operations and Strategic Initiatives
Rev. Tom Merkel, S.J.	Assistant Vice President, University Relations
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Amy S. Turbes, B.A.	Senior Director, Strategy, Research, and Development
Thomas F. Murray, Ph.D.	**Provost**
Office of the Provost	
Sade Kosoko-Lasaki, M.D., M.S.P.H.	Associate Vice Provost, Multicultural and Community Affairs
Academic Administration & Partnerships	
Tricia A. Brundo Sharrar, J.D.	Vice Provost for Academic Administration and Partnerships
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Colin Dworak, B.S.B.A.	Director, Continuing Education
Joseph D. Ecklund, Ph.D.	Director of Academic Success and Educational Opportunity Programs, Creighton EDGE
Jeremy Fisher, M.B.A.	Director, Fahey Career Center
Denise Y. LeClair, M.S.	Director, Office of Disability Accommodations
Jennifer Metzler	Director, Business Development
Melinda J. Stoner, B.S.	University Registrar
TBD	Director, Military and Veterans Affairs; Business Office
Enrollment Management	
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Melissa Bertelsen, B.A.	Associate Vice Provost, Analytics and Data Governance
Audra Callanan, B.S.	Director, Enrollment Operations
Mary Ann Tietjen	Interim Director, Retention
Duey Heffelfinger, B.S.	Director, Data Architecture
Lindsay Johnson, M.S.H.E.	Senior Director, Graduate and Adult Recruitment
Kelsey Kelly, B.S.	Senior Director, Strategic Academic Marketing
Paula S. Kohles, B.S.B.A.	Director, Financial Aid
Sarah Richardson, M.S.	Assistant Vice Provost, Enrollment & Director of Admissions & Scholarships
Global Engagement	
René Padilla, Ph.D.	Vice Provost for Global Engagement
Margarita Dubocq, M.S.	Director, ILAC Operations Dominican Republic and Encuentro Dominicano Academic Director
Jill Fox, Ph.D.	Director, Intensive English Language Program
Maorong Jiang, Ph.D.	Director, Asian World Center
Thomas Kelly, Ph.D.	Director, Academic Service Learning
Jill Muegge, M.A.	Director, ILAC Operations Omaha and Encuentro Dominicano Campus Coordinator
Keli Mu, Ph.D.	Director, International Relations Health Sciences
Tami Renner, M.A.	Director, International Student & Scholar Services
Information Technology and Library Services	
Tim Brooks, M.B.A., M.I.M.	Vice Provost for Information Technology and Library Services
Ryan M. Cameron, Ed.S.	Assistant Vice Provost, Digital Experience
Bryan S. McLaughlin, B.S.	Information Security Officer
Mark J. Mongar, B.S.	Senior Director, Service Operations
David Ramcharan, Ph.D.	Assistant Vice Provost, Digital Transformation
Institutional Diversity & Inclusion	
Christopher Whitt, Ph.D.	Vice Provost for Institutional Diversity & Inclusion
Learning and Assessment	
Gail M. Jensen, Ph.D.	Vice Provost for Learning and Assessment and Dean of the Graduate School/College of Professional Studies
Debra J. Ford, Ph.D.	Associate Vice Provost, Teaching and Learning Center
Mission and Ministry	
Eileen Burke-Sullivan, S.T.D.	Vice Provost for Mission and Ministry
Rev. Andrew F. Alexander, S.J.	Associate Director, Office for Faculty and Staff Mission Formation and Ministry
Rev. Lawrence D. Gillick, S.J.	Associate Director, Office for Faculty and Staff Mission Formation and Ministry
Amy Hoover, M.A.	Director, Creighton University Retreat Center
Kyle Lierk, M.Div.	Director, Campus Ministry

TBD	Associate Director, Graduate Programs for Ministry Formation
Susan Naatz, M.A.	Senior Director,Faculty & Staff Mission Formation and Ministry
Kenneth Reed-Bouley, M.S., M.Div., M.B.A.	Director, Schlegel Center for Service and Justice
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Joseph Knezetic, Ph.D.	Director, Research and Compliance
Juliane K. Strauss-Soukup, Ph.D.	Director, CURAS
Student Life	
Tanya Winegard, Ph.D.	Vice Provost for Student Life
Michele K. Bogard, Ph.D.	Associate Vice Provost, Student Engagement
W. Wayne Young, Jr., Ph.D.	Associate Vice Provost, Student Development
Lucas Novotny, M.Ed.	Senior Director, Housing & Auxiliary Services
Desiree Nownes, M.S.	Senior Director, Office of Community Standards and Wellbeing
Nathan Haecker, M.D.	Director and Medical Director, Student Health Services
Katie Kelsey, M.Ed.	Director, Student Leadership & Involvement Center
Michael Lorenz, M.A.	Director, Residential Life
Becky Nickerson, M.S.	Director, Creighton Intercultural Center
Jennifer Peter, Psy.D.	Director, Student Counseling Services
Steve Woita, M.S.Ed.	Director, Recreation and Wellness
Jan Madsen, B.S.B.A., C.P.A.	**Executive Vice President**
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TBD	Vice President, Finance
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Dave K. Madsen, B.S.	Senior Director Finance, School of Law
Tara S. McGuire, B.S.B.A.	Associate Vice President, Finance
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Katie A. Rinkol, M.B.A.	Senior Director Finance, College of Arts and Sciences, Heider College of Business, and College of Nursing
Raymond L. Stoupa, B.S.B.A.	Senior Director Finance, School of Medicine and Research
Human Resources	
Janel Allen, M.A.	Associate Vice President, Human Resources
Internal Audit	
T. Paul. Tomoser, B.S.	Director, Internal Audit
University Communications and Marketing	
Pam Mortenson, B.S.B.A.	Interim Chief Communications and Marketing Officer

Creighton College and School Officers of Administration

as of July 1, 2019

College of Arts and Sciences

Bridget M. Keegan, Ph.D., *Dean*
HollyAnn Harris, Ph.D., *Associate Dean for Natural Sciences*
Rebecca Murray, Ph.D., *Associate Dean for Social and Applied Sciences*
Amy Wendling, Ph.D., *Associate Dean for Humanities and Fine and Performing Arts*
Lisa Brockhoff, M.S., *Assistant Dean for Advising*
Gerald Kuhlman, M.A., *Assistant Dean for Advising*
Molly Loesche, M.A., *Assistant Dean for Student and College Programs*
Wilfred Solomon, M.A., *Assistant Dean for Administration and Operations*

Heider College of Business

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Todd C. Darnold, Ph.D., *Associate Dean for Graduate Business Programs*
Matthew T. Seevers, Ph.D., *Associate Dean for Undergraduate Business Programs*
Chris Karasek, *Assistant Dean for Graduate Business Programs*
Charisse Williams, *Assistant Dean for Undergraduate Business Programs*

College of Nursing

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Jeffrey M. Zelda, M.B.A., J.D., *Associate Dean for Operations*
Cynthia Adams, B.S.B.A., *Assistant Dean for Administration and Finance*
Julie Manz, Ph.D., *Assistant Dean and Program Chair for Undergraduate Program*
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College of Professional Studies

Gail M. Jensen, Ph.D., *Dean*
Cindy L. Costanzo, Ph.D., *Senior Associate Dean; Chair of the Department of Interdisciplinary Studies*

The Graduate School

Gail M. Jensen, Ph.D., *Dean*
Cindy L. Costanzo, Ph.D., *Senior Associate Dean; Chair of the Department of Interdisciplinary Studies*
LuAnn M. Schwery, M.S., *Assistant Dean*

School of Dentistry

Mark A. Latta, D.M.D., M.S., *Dean*
Timothy M. Durham, D.D.S., M.P.A., *Senior Associate Dean/Vice Dean*
William P. Kelsey III, D.D.S., *Senior Associate Dean for Academic Affairs and Administration*
Neil S. Norton, Ph.D., *Associate Dean for Admissions*
Sonia M. Rocha-Sanchez, M.S., Ph.D., M.B.A., *Associate Dean for Research*
Joseph V. Franco, Jr., D.D.S., *Assistant Dean for Clinics/Chief Dental Officer*
Colette O'Meara-McKinney, M.Ed., *Assistant Dean for Student Affairs*
Samantha Harter, M.B.A., *Finance Manager*

School of Law

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Rachel J. Goedken, J.D., *Associate Dean for Academic Affairs and Professor of Law*
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BarbaraKaye Miller, J.D., *Assistant Dean for Admissions*
Mandy Whiddon, J.D., *Assistant Dean for Career Development*
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Kelly Dineen, RN, J.D., Ph.D., *Director of Health Law Programs*
Troy Johnson, J.D., *Interim Director of the Law Library*
Catherine Mahern, J.D., *Director of Legal Clinics & Externships*
Larry L. Teply, J.D., *Director of Faculty Research & Graduate Programs, Interim Director of the Werner Institute, and Professor of Law*

School of Medicine

Robert W. Dunlay, M.D., *Dean*
Randy Richardson, *Phoenix Regional Campus Dean*
Randall Pritza, M.D., *Associate Dean, Clinical Affairs (Omaha)*
TBD, Associate Dean, Clinical Affairs (Phoenix)
Jason C. Bartz, Ph.D., *Associate Dean, Academic & Faculty Affairs (Omaha)*
David Wisinger, M.D., *Assistant Dean, Academic and Faculty Affairs (Phoenix)*
Fr. James Clifton, S.J., *Associate Dean, Mission and Identity (Omaha)*
Michael Del Core, M.D., *Associate Dean, Medical Education (Omaha)*
Sandra Howell, M.D., *Assistant Dean, Medical Education (Omaha)*
Nicole Piemonte, Ph.D., *Assistant Dean, Medical Education (Phoenix)*
Ronn Johnson, Ph.D., *Associate Dean, Diversity and Inclusion (Omaha)*
Michael G. Kavan, Ph.D., *Associate Dean, Student Affairs (Omaha)*
Robert Garcia, Ph.D., *Assistant Dean, Student Affairs (Phoenix)*
Kevin J. Nokels, FACHE, *Associate Dean, Hospital Affairs (Omaha)*
Joann L. Porter, M.D., *Associate Dean, Graduate Medical Education (Omaha)*
Liz Ferguson, M.D., *Assistant Dean, Graduate Medical Education (Phoenix)*
James Rodenbiker, M.B.A., *Associate Dean, Administrative Planning and Business Affairs (Omaha)*
Thomas Svolos, M.D., *Associate Dean, Strategy & Accreditation (Omaha)*
Renuga Vivekanandan, M.D., *Assistant Dean, Accreditation (Omaha)*
TBD, *Assistant Dean, Accreditation (Phoenix)*
Stephen Cavalieri, Ph.D., *Assistant Dean, Medical School Admissions (Omaha)*
TBD, *Assistant Dean, Medical School Admissions (Phoenix)*
Ray L. Stoupa, *Financial Officer*

School of Pharmacy and Health Professions

Evan T. Robinson, R. Ph., Ph.D., *Dean*
Paul L. Price, Pharm,D,, *Senior Associate Dean*
Amy F. Wilson, Pharm.D., *Assistant Dean for Academic Affairs*
Victoria F. Roche, Ph.D., *Special Assistant to the Dean*
Samuel C. Augustine, Pharm.D., *Special Assistant to the Dean*
Brenda M. Coppard, Ph.D., *Associate Dean for Assessment*
Alekha K. Dash, Ph.D., *Associate Dean for Research*
Keli Mu, Ph.D., *Associate Dean for International Relations*
Shawn Cook, MPA, *Assistant Dean for Student Affairs*

GRADUATE

2019-2020 Issue

This publication contains the most current information available on the subjects covered as of the date of publication. Any updates between the dates of publication of this Catalog and its successor Catalog will be posted on the University's website and are considered a part of this Catalog for all purposes. This publication is not an offer to enter into a contract. Final selection of applicants to be admitted shall be made by the University, which reserves the right to deny admission to any applicant for any lawful reason. The University also reserves the right to modify or eliminate University rules and policies, including without limitation: admission requirements and criteria; course offerings, or location or frequency thereof; course content; grading requirements and procedures; degree requirements; tuition, fees, and board and room rates; financial assistance programs; substantive or procedural student disciplinary rules; and support services, and to apply any such modifications to any student without regard to date of admission, application or enrollment. Students are strongly encouraged to check the University's website for Catalog changes at www.creighton.edu/registrar/.

Letter from the Dean To the Prospective Student

Graduate education is a valued and important component of the diverse tapestry of educational programs here at Creighton. Creighton is a comprehensive university, yet modest in size, which allows for collaboration. The Graduate School is in a unique position, in that it intersects with seven of the nine schools and colleges across the campus to provide the administrative vehicle for collaboration by senior faculties at Creighton in offering opportunities for advanced study and research to college graduates. Approximately 20 percent of all Creighton degrees awarded are graduate degrees. We have a long tradition of graduate education at Creighton, having awarded over 10,000 graduate degrees since 1893.

Our graduate programs span a diverse array of fields as we have had large numbers of teachers, counselors, school administrators, executives, nurses, ministers, and religious leaders complete Master's degrees for their professional and personal development. In addition to our traditional master's degree programs, we offer targeted interdisciplinary programs, such as Negotiation and Conflict Resolution, and Organizational Leadership, to meet emerging societal needs. We are committed to providing a foundation and direction for graduates' achievement in research, teaching and technical careers. For doctoral study, we have three strong Ph.D. programs for students pursuing degrees in Biomedical Sciences, Medical Microbiology and Immunology, and Pharmacology. These programs provide a solid base for a research career and aim to produce scientists and scholars of the highest caliber. An interdisciplinary Ed.D. in Leadership seeks to develop leaders who use their skills to promote social justice and organizational change. The Doctorate in Business Administration seeks to develop business leaders who can apply their knowledge and skills in real-world settings, as well as teach in innovative ways.

Successful graduate degree recipients at Creighton share an openness for further developing their habits of mind. They have a natural curiosity, a capacity for self-discipline and critical self-reflection, and a personal commitment to habitual inquiry. These qualities, when coupled with the experience and dedication of senior faculty mentors, create an environment in which students work toward thoughtful engagement with questions of purpose and meaning in practice settings, an imaginative recasting of the ideas requisite to successful research and development of human knowledge, and a commitment to working for a more just world. Graduate studies at Creighton embrace the ideal of a university as a community of scholars; offer an opportunity for discovery born of disciplined inquiry; and cultivate a person-centered environment, which can be the doorway to a stimulating, creative and meaningful life.

The decision to enter graduate study must be a personal one as it takes time, patience and commitment. Persons with intellectual ability and curiosity, commitment to self–discipline and self-reflection are encouraged to explore the opportunities our graduate school can provide. Creighton offers a number of online programs, making it even more convenient for individuals to earn a graduate degree.

We invite you to visit with our graduate program directors, graduate faculty and students as you explore your interests in graduate study. We would be pleased to demonstrate our strengths and explain our limitations to prospective graduate students as a matter of personal and community concern.

Cordially,

GAIL M. JENSEN, Ph.D.
Dean, Graduate School
Vice Provost for Learning and Assessment

Graduate Academic Calendar

Creighton's graduate programs are offered in varying formats: semester-long on campus, 7- or 8-week online, 8-week on campus, and 11-week semester-long on campus for business. The following academic calendar is the traditional Semester Calendar, with the 7/8-week online dates included. For other specific program calendar information, please refer to Academic Calendars (http://www.creighton.edu/registrar/academiccalendars) or contact the Program Director or the Graduate School Office.

Fall 2019

August		
19	Monday	Fall Term 1 (7/8 week classes) begins.
21	Wednesday	Fall semester classes begin.
21	Wednesday	Fall Term 1 (7/8 week online) last day to register, add, and drop courses.
27	Tuesday	Last day for registration, adding and dropping semester classes.
September		
2	Monday	Labor Day Holiday. No classes.
11	Wednesday	Mass of the Holy Spirit, 11am, St. John's Church. 11am classes cancelled.

22	Sunday	7-week online classes last day to withdraw from course with a grade of "W".
27	Friday	8-weeks classes last day to withdraw from class with a grade of "W".
October		
5	Saturday	7-week online classes end.
8-12	Tuesday-Saturday	NCR Residency.
12	Saturday	Fall Term 1 (8-week classes) ends.
13-20	Sunday-Sunday	Fall Recess. No semester classes.
15	Tuesday	Last day to file online Degree Application for December degree conferral (all programs).
21	Monday	Fall Term 2 (7/8 week online) begins.
23	Wednesday	Fall Term 2 (7/8 week online) last day to register, drop or add courses.
November		
8	Friday	Last day to withdraw from full semester classes with a grade of "W".
24	Sunday	7-week online classes last day to withdraw from classes with a grade of "W".
27-Dec 1	Wednesday-Sunday	Thanksgiving Recess. No classes.
29	Wednesday	8-week classes last day to withdraw from course with a grade of "W".
December		
7	Saturday	7-week classes end.
9-14	Monday-Saturday	Final semester examinations.
9	Monday	Final copy of Master's Thesis/Doctoral Dissertation due in Graduate School Office for December degree conferral candidates.
12	Thursday	Graduate School and Graduate Business Hooding Ceremony.
13	Friday	College of Nursing Hooding/Pinning Graduation Ceremony.
14	Saturday	Fall Term 2 (8-week) ends.
14	Saturday	December Degree Conferral Date.

Spring 2020

January		
13	Monday	Spring Term 1 (7/8 week online) begins.
15	Wednesday	Semester classes begin.
15	Wednesday	Spring Term 1 (7/8/ week online) last day to register, add and drop classes.
21	Tuesday	Last day to register, drop and add semester classes.
February		
15	Saturday	Last day to submit online Degree Application for May Degree Conferral.
16	Sunday	7-week classes last day to withdraw from a course with a grade of "W".
21	Friday	8-week classes last day to withdraw from a class with a grade of "W".
29	Saturday	7-week classes end.
March		
3-7	Tuesday-Saturday	NCR Residency.
7	Saturday	Spring Term 1 (8-week online) ends.
8-15	Sunday-Sunday	Spring Recess. No semester classes.
15	Sunday	Last day to submit online Degree Application for August Degree Conferral if attending May Commencement.
16	Monday	Spring Term 2 (7/8 week online) begins.
18	Wednesday	Term 2 (7/8 week online) last day to register, drop and add classes.
April		
3	Friday	Last day to withdraw from semester classes with a grade of "W".

9	Thursday	Holy Thursday. Easter Recess. No classes beginning at 5:00pm Holy Thursday through 5:00pm Easter Monday.
13	Monday	Easter Monday. Classes resume 5:00pm.
19	Sunday	7-week classes last day to withdraw from classes with a grade of "W".
24	Friday	8-week classes last day to withdraw from courses with a grade of "W".
May		
2	Saturday	7-week classes end.
4-9	Monday-Saturday	Final semester class examinations begin.
9	Saturday	Spring Term 2 (8-week) classes end.
11	Monday	Final copy of Master's Thesis/Doctoral Dissertation due in Graduate School Office for May degree conferral candidates.
14	Thursday	Graduate Business Hooding Ceremony
15	Friday	Baccalaureate Mass and other Graduation Events. Graduate School Hooding Ceremony. College of Nursing Hooding/ Pinning Ceremony.
16	Saturday	University Commencement.

Summer 2020

May		
11	Monday	Summer Session and 7-week classes begin.
18	Monday	8-week classes begin.
20	Wednesday	Last day for all courses to register, add and drop classes.
25	Monday	Memorial Day. No classes.
June		
14	Sunday	Last day to withdraw (7-week classes) with a grade of "W".
15	Monday	Last day to file Degree Application for August Degree Conferral.
26	Friday	8-week classes last day to withdraw from classes with a grade of "W".
27	Saturday	Term 1 (7-week) classes end.
29	Monday	Term 2 (7-week) classes begin.
July		
3	Friday	Independence Day (Observed). No classes.
11	Saturday	Term 1 (8 week online) ends.
August		
2	Sunday	Last day to withdraw (7-week) classes with a grade of "W".
10	Monday	Final copy of Master's Thesis/Doctoral Dissertation due in Graduate School Office for August degree conferral candidates.
15	Saturday	Classes end. August Degree Conferral Date.

The Graduate School

Graduate School

https://gradschool.creighton.edu/

The Graduate School was formally established as a separate division of Creighton University in 1926, although the first master's degree was conferred by the University in 1893. Currently the School offers more than 35 different programs at the master's and doctoral levels.

Purpose

The Graduate School is charged with promoting graduate studies and research of high quality within the various graduate programs, and with fostering scholarship and research among the faculty.

Graduate study differs from undergraduate study in that, while extending the student's range of knowledge through course work and independent study, it intends to develop traits of critical judgment, independent thinking, scholarly initiative, and the habit of disciplined inquiry. Each graduate student is expected to thoroughly develop knowledge and skills in at least one field of endeavor so that the student can communicate the major concepts of that area of expertise to specialists and laypersons. The student should not expect to acquire the advanced knowledge and technical skills for interpretation and development of one's field of study from formal classroom and laboratory sessions alone, but should, in addition, utilize his or her energies to collect, organize, synthesize, and communicate the knowledge and application of the independent resources of one's chosen discipline. Mature graduate study, then, aids the student in acquiring the skills requisite to identifying problems of inquiry, formulating means to the solution of those problems, and communicating the interpretations of scholarly analysis.

Mission Statement

Within the context of Creighton University as a Jesuit, Catholic University, the Graduate School provides value centered education that develops advanced mastery in a field of study. The Graduate School is committed to supporting excellence in graduate education through personal contact with a community of faculty scholars in an environment that fosters critical judgment, scholarly initiative and disciplined inquiry. Creighton University seeks to produce graduates who have the wisdom, judgment and faith to work for a more just society.

Vision Statement

Creighton University will leverage its unique strengths as a small, yet comprehensive university to be a leader in graduate education by offering innovative programs that foster academic excellence and scholarly research; developing graduates with an ethical foundation who will serve society; and promoting Creighton's mission as a Jesuit, Catholic University.

University Learning Outcomes

The University Assessment Committee has articulated six university-level outcomes (p. 7) that are common to all undergraduate, graduate, and professional student experience.

Goals

Creighton University embraces the Jesuit spirit of intellectual openness, tolerance, and celebration of different gifts and talents. Within the context of Creighton as a Jesuit, Catholic University, the Graduate School provides a value-centered education that develops advanced mastery of a field of study. It puts graduate students in personal contact with faculty scholars in an environment that fosters critical judgment, scholarly initiative and disciplined inquiry. From the Mission Statement emerge six goals.

At the completion of their programs, graduates will:

1. demonstrate the disciplinary competence and/or professional proficiency with a global perspective in service to others;
2. demonstrate an ability to combine critical thinking, disciplined research, and effective problem-solving in their field of study;
3. demonstrate ethical decision making, service, and civic responsibility in accordance with the Judeo-Christian tradition and Ignatian values;
4. respectfully and effectively communicate information through all modes of expression;
5. demonstrate deliberative reflection for lifelong personal and professional formation; and
6. demonstrate an ability to work effectively and in solidarity across the distinctions of human diversity.

These six goals provide a general framework for the assessment of student learning outcomes of various graduate programs. Some differences in content and emphasis will be noted between programs given the roles for which their students are being prepared. For example, doctoral programs will put substantial emphasis on the independent conduct of research while programs leading to a master's may put more emphasis on the ability to critique research and interpret findings to non-specialists in their field.

Organization of the Graduate School

The Graduate School of Creighton University is conducted under the administration of the Dean and Board of Graduate Studies. The Board of Graduate Studies is composed of the Dean (chair), six faculty representatives elected by the graduate faculty, and six faculty appointed by the Dean, and two student representatives.

Each program is coordinated by a graduate program director, who is responsible for the administration of the graduate program and serves as a liaison with the Graduate School. The graduate program director is responsible for coordinating academic advising of the graduate students, making admission decisions, and allocating fellowships and assistantships. The graduate program director communicates policies on graduate programs to departmental faculty, and communicates departmental decisions and recommendations to the Graduate School.

The Graduate Faculty

The faculty of the Graduate School are appointed by the Dean from the faculty of those divisions of the University that offer graduate programs: Creighton College of Arts and Sciences, Heider College of Business, the School of Dentistry, the Graduate School, the School of Law, the School of Medicine, the College of Nursing, and the School of Pharmacy and Health Professions.

The graduate faculty serve as program directors and graduate student advisors. Questions relating to specific aspects of graduate study can be directed to the particular program's director of graduate studies or to the student's graduate advisor. Questions relating to specific aspects of admission, however, should be directed to the Office of Enrollment Management.

The duties of the graduate faculty include the following:

1. Reviewing, sponsoring, and making recommendations regarding the admission of new students to degree programs and forwarding them to the Dean of the Graduate School for approval;
2. Advising graduate students and formulating curricular plans of study;
3. Reviewing and approving individual degree programs (plans of study) and forwarding them to the Dean of the Graduate School for approval;
4. Assisting the Dean of the Graduate School in implementation of regulations and policies covering graduate students, graduate study, and graduate courses.

Nature of Graduate Study

A graduate course provides for advanced study in a field of knowledge beyond the upper-division level. It demands a higher level of independent critical analysis and a higher degree of specialization than is usually required in an undergraduate course. A graduate course may be conducted in several ways:

1. As a course designed to organize the results of original research or to expand an advanced field of knowledge;
2. As a seminar in which the instructor and a small group of graduate students present the results of their special study and original research for group criticism, evaluation, and discussion;
3. As an individual project or as individual research conducted under the supervision of a senior scholar.

The graduate curriculum is designed to provide the student advanced study in a selected discipline or in an interdisciplinary program. All courses listed in an advanced degree program must be graduate or

advanced upper-division courses approved by the student's graduate committee and graduate advisor.

Online Study

Nearly two-thirds of Creighton University graduate students are enrolled in an online program. To be successful in an online learning environment, students must have regular, reliable access to the Internet and be comfortable with technology, be self-motivated and able to work independently, have good time management skills, be able to meet deadlines, and have good written communication skills. The online learning environment is a collaborative environment, where all students participate in the discussions and assignments. This fosters a community of learners, as students learn from each others' experiences. They are also exposed to situational experiences and learn to apply class concepts to real situations. Additionally, this "global" classroom exposes students to content, situations and experiences shared by fellow students from anywhere in the world. The 24/7 e-classroom allows learners to interact anytime, anywhere, and complete assignments and share information when it is most convenient for them. Adult learners excel in this environment. A more obvious benefit to online learning is the direct relation to technology in the classroom. Online learning encourages students to participate in online conversations, research and communication, thus receiving the exposure to skills that are critical for success in the 21st century. Online students have access to the same services as on-campus students, and are expected to abide by all policies governing graduate study.

Admission

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. See also the University's Non-discrimination Statement (p. 10).

General Requirements

A student desiring admission to graduate programs must possess a Bachelor's degree or its equivalent from an accredited college or university. Entrance into an advanced study program or access to graduate courses requires preparation equivalent to Creighton's undergraduate major preparation for the proposed program of graduate study.

Applicants who appear to be fully admissible but are still in the process of assembling required application materials may be admitted on a conditional basis.

Applicants for admission who hold an undergraduate degree or its equivalent but are unable to meet all of the requirements for graduate work in a specific field or fields may be admitted on a provisional basis. Such applicants may be required to take further undergraduate work of a substantial nature at Creighton University or at another approved institution.

Ordained priests and ministers who have completed a four-year course of study in a recognized seminary may apply for admission to the Graduate School. They must, however, submit a transcript of courses taken in the seminary and fulfill whatever prerequisites the program director finds lacking before they are allowed to become applicants for degrees.

Students lacking a Bachelor's degree who have successfully completed at least three years of undergraduate preparation in college and the first two years in an accredited school of medicine or dentistry may apply for admission to a graduate program in which they have met undergraduate prerequisites. In all cases, the applicant's previous record is expected to show an adequate foundation for graduate study in terms of both subject matter and quality of work.

Application Procedures

Applicants to graduate programs may apply using the link to the online application, which can be found on the Graduate School website (https://gradschool.creighton.edu). In general, anyone seeking admission to a graduate program must submit the following credentials to Creighton University Enrollment Services:

1. A completed formal application for admission together with a $50 (nonrefundable) application fee.
2. An official transcript of all college work attempted sent directly from each institution attended. Photocopies from students are not acceptable.
3. Graduate Record Examination (GRE) scores or Graduate Management Admission Test (GMAT) scores may be required. MCAT or DAT scores are acceptable for applicants to the Clinical Anatomy program.
4. In general, three letters of recommendation/evaluation by persons familiar with the student's academic background, potential, and achievements and personal qualities are required for students seeking admission.
5. Proof of English Language Proficiency (https://gradschool.creighton.edu/future-students/admission-requirements).

In general, these are the required credentials which must be submitted. Individual programs may have exceptions, or may require additional information. Applicants to specific programs should refer to the program section of this Catalog or the program website. The priority deadline for completing one's application and credentials file varies by program. Please refer to the program website or the Graduate School website for information about application deadlines.

The applicant for admission is responsible for requesting the registrar of each institution previously attended to mail an official transcript of record directly to the Office of Enrollment Management. A transcript must be received from each institution attended, including any attended during summer sessions, regardless of whether or not the transcript of the last institution attended lists the record at other institutions and regardless of whether or not credit was received. All documents, including credentials and other materials, become the property of Creighton University and are not returnable.

Admission Tests

Unconditional admission to Creighton graduate programs requires GRE[1] or GMAT[1] or other test scores for most applicants.

The **GRE** is required for all programs except as noted below:

GMAT scores are required for all applicants to the Heider College of Business master's degrees.

LSAT or **MAT** scores may be submitted in lieu of GRE scores for applicants to the M.S. program in Negotiation and Conflict Resolution.

MCAT or **DAT** scores may be submitted for applicants to the MS Clinical Anatomy program.

Programs that do not require a GRE or other test are: MSN, MS-EMS, MS-Educational Leadership, MS-Health and Wellness Coaching, MS-Organizational Leadership, MS-Rehabilitation Science, MS-Occupational Therapy, MA-Christian Spirituality, MA-English, MA-Ministry, MEd-Elementary Teaching, MS-School Counseling and Preventive Mental Health, MEd-Secondary Teaching, Master of Public Health, and EdD-Interdisciplinary Leadership. Although GRE scores are not required for admission to the EdD-Interdisciplinary Leadership program, Creighton University reserves the right to request them.

The GRE requirement may be waived for students who hold a previous masters degree. Waiver of this requirement is contingent on an assessment of all elements of a student's record by the department or program to which the student seeks admission.

[1] GRE and GMAT tests are administered by appointment at designated test centers, usually on college campuses, throughout the United States, Canada, and other countries. For further information, contact either the Dean of the Graduate School, Creighton University, the Educational Testing Service (www.ets.org (http://www.ets.org)), Princeton, N.J.
Graduate Record Examination (GRE): The GRE Aptitude Test measures the general verbal, mathematical (quantitative), and analytical writing abilities of college seniors or graduates who plan to undertake graduate studies. The GRE Advanced Tests are designed to measure comprehension and knowledge of subject matter basic to graduate study in specific fields. Furthermore, students who may have weak undergraduate credentials are well advised to strengthen their cases for admission by presenting both the GRE Aptitude Test scores and scores on the GRE Advanced Test available in the subject of their proposed graduate study.
Graduate Management Admission Test (GMAT): The Graduate Management Admission Test (GMAT) is an aptitude test designed to measure certain mental capabilities important in the study of management at the graduate level. It contains questions that test one's ability to read, understand, and reason logically with both verbal and quantitative material. The test is not a measure of achievement or knowledge in any specific subject, and one is neither required nor expected to have had undergraduate preparation in business subjects.

Evaluation and Selection

Creighton University Enrollment Services compiles the applicant's file (application form, transcripts, test scores, letters of evaluation) for all graduate programs. The completed file is forwarded to the appropriate program director for computation of grade-point averages (GPA) for major and support areas, review and recommendation. Recommendations for admission include evaluation by a sponsor (the prospective student's potential faculty advisor) if other than the program director.

Each program recommends on admission of students to advanced study and research after weighing the background, interest and promise of the prospective student, and evaluating the availability of human and physical resources for meeting the student's objectives and the program's goals.

Students will be notified by the Dean of the Graduate School regarding final action and disposition of the application for all graduate programs with the exception of Graduate Business Programs, who will be notified by the Assistant Dean in the Heider College of Business, and Graduate Nursing Programs, who will be notified by the Assistant Dean for Student Affairs in the College of Nursing.

In addition to the special requirements that may be made by the departments of instruction, the equivalent of a Creighton University undergraduate major is generally required as prerequisite for a graduate major. The qualitative character of the student's undergraduate work is no less important than the quantitative in establishing an applicant's eligibility. The applicant's record of undergraduate studies must generally indicate achievement above average. This superiority must be particularly evident in the field of projected major study.

Conditional Admission

Students who appear, upon preliminary examination of their credentials, to be fully admissible to a graduate program but are still in the process of assembling the required application materials (e.g. letters of recommendation or formal aptitude test score), may be admitted on a conditional basis. Such students can take up to six credit hours while meeting the conditions set forth by the program director. The conditions for full admission will be described in the conditional acceptance letter issued by the Graduate Dean. Students who have not met the conditions for admission but have completed the allowed six hours will not be permitted to enroll in further coursework until all the conditions of their admission have been satisfied. Students who complete the conditions for admission within the six credit hour allowance will have their admission status changed to unconditionally admitted when the conditions are met.

Provisional Admission

Students who do not meet the requirements for admission in good standing but demonstrate potential for success in a graduate program may be admitted on a provisional basis. Students who are admitted with provisions must meet all provisions as required by the program director, and petition for full status by the end of one calendar year. The petition for full status should be submitted in writing to the Dean of the Graduate School. Students who do not achieve this standard will be deemed unqualified for progression in their studies and will be dismissed from the program.

Admission of International Graduate Students

Creighton University is authorized under Federal law to enroll nonimmigrant alien students.

Candidates for admission from foreign countries must present original and complete educational credentials, including a certified translation of all university transcripts (if in a language other than English) from a recognized credential evaluation service, such as the World Education Services. English language proficiency is an important part of the application process for those whose first language is not English. The faculty admission committee for each Creighton graduate program has the discretion to determine individual standards for how this requirement will be met, using one or more of the following:

- English language exam scores: Minimum ibt Test of English as a Foreign Language (TOEFL) score of 90, with no section below 20; minimum IELTS score of 6.5, with no sub-score lower than 6; or a minimum Duolingo score of 62.
- Completion of an undergraduate degree from one of the following countries: Australia, Bahamas, Barbados, Bermuda, British Virgin Islands, Canada, Cayman Islands, Dominica, Grenada, Guam, Ireland,

Jamaica, Marshall Islands, New Zealand, St. Kitts, St. Lucia, Scotland, Singapore, Trinidad and Tobago, United Kingdom, United Sates, and Virgin Islands.

- Individual graduate programs have the discretion to utilize face-to-face interviews or other means to verify that English language proficiency has been met.

Foreign applicants should request official exam scores to be sent directly to Creighton University. Foreign students may enroll in Creighton University's Intensive English Language (IELI) Program on a full-or part-time basis in order to improve their English skills. Individual programs may require higher minimum TOEFL scores.

Once the international candidate has been accepted into the University as a full-time student, an affidavit of support for the cost of at least one semester is required before a certificate of eligibility (Form I-20) will be issued to the student.

Creighton University requires all registered students who are not permanent U.S. residents or U.S. citizens to enroll in Creighton's health insurance group plan offered for international students. The insurance is valid anywhere in the world during the policy term except the student's home country or country of regular domicile. Coverage for dependents is also available. For more information, contact the Global Education Office, 402.280.2221.

Special Student Applications

Those who wish to pursue graduate study but are not candidates for a degree from Creighton may be admitted to the Graduate School as special (non-degree seeking) students. A special student application is required, and the student must obtain consent of the program director or department chair prior to registering for any course. The number of hours earned as a special student that can be applied toward a graduate degree at the University will vary from program to program, but may not be more than nine (9) hours.

Tuition and Fees - Graduate School

2019-20 Tuition and Fee Amounts

Tuition, fees, board and room charges are payable in advance for an entire semester or summer session.[1] (See Financial Arrangements (p. 25).)
All rates are subject to change without notice.

Graduate Tuition Rate per Credit Hour per Semester (for campus based programs unless noted separately below)	$896
Graduate Tuition Rates per Credit Hour per Semester for Specified Programs:	
Business Administration (Online)	$1,162
DBA tuition and fees per semester	$2,222
Business Intelligence and Analytics, (Online)	$1,162
Catholic School Leadership (Certificate)	$258
Educational Leadership, (Online)	$577
EMS, (On-campus and Online)	$896
Health and Wellness Coaching	$896
Health Care Ethics	$896
Healthcare Management	$995
Interdisciplinary Ed.D. in Leadership	$1,050
Investment Management and Financial Analysis (formerly MSAPM) (Online)	$1,267
Lifestyle Medicine for Health Professionals (Certificate)	$896
Negotiation and Conflict Resolution, on-campus (New Students)	$1,100
Negotiation and Conflict Resolution, on-campus (Current Students)	$896
Negotiation and Conflict Resolution, online	$1,100
Oral Biology (per semester - (Year One/Year Two)	$18,323/$13,993
Organizational Leadership, (Online)	$896
Public Health	$995
School Counseling	$577
University Fee per semester for campus graduate students registering for eight or more hours per semester	$620
University Fee for all part-time campus students per semester	$65
University Technology Fee for all campus graduate students registering for eight or more hours per semester	$265
University Technology Fee for all part-time campus students per semester	$110
Graduate Nursing Academic Program Fee per semester (full-time students)	$124
Graduate Nursing Academic Program Fee per semester (part-time students)	$62
Application Fee for admission as a degree-seeking student	$50
Application Fee for enrollment as a special (non-degree) student	$25
Late Payment Fee	$175 (see Late Payment Policy)
Late Application for Graduation Fee	$50
Student Health Insurance Premium for six months for graduate students registering for eight or more semester hours[2]	$1,486
Thesis Binding Fee (graduate) per copy	$40

Transcripts [3]	$5
Board and Room Rate per semester	(see Living Accommodations)

The tuition charges for courses audited are one-half (50%) of the regular per-credit-hour rate when the per-credit-hour rate is applicable.

1. Registration is not complete until financial arrangements have been made.
2. This charge may be waived if the student presents evidence that he or she carries insurance that provides coverage at least comparable to the student insurance offered by the University.
3. Transcripts and diplomas are released only when all outstanding balances have been paid.

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for registration. This fee is $175 for the first month and an additional fee is charged for each subsequent month that the account remains unpaid. Accounts with unpaid balances less than $500 will be subject to a $75 monthly late payment fee. Accounts with unpaid balances greater than $500 are subject to a $90 monthly late payment fee. Students with questions regarding their financial responsibilities are invited to contact the Business Office at 402.280.2707 to request an appointment for individual counseling.

Special Tuition Rates

Special Tuition Rates for Christian Ministers and Students enrolled in the Christian Spirituality Program

Full-time or part-time clergy, religious, parish administrators, pastoral ministers, catechists, ministers with youth, elderly, family, prisoners, deacons, etc., enrolled in graduate programs in Ministry, Theology, or Spirituality may take up to nine credit hours per semester during the regular academic year and unlimited hours in the summer at 50% off regular tuition. Apply for ministry tuition remission (https://gradschool.creighton.edu/sites/gradschool.creighton.edu/files/media/Ministry_Remission_Form.pdf).

Students enrolled in the Christian Spirituality Program (CSP) also qualify for the tuition discount rate based on the graduate tuition rate. After degree seeking students have completed 12 semester hours in CSP courses, they may apply for grants from the Christian Spirituality Program's own limited financial aid funds.

Military Discounts

Military personnel, National Guard members, military reservists, and Department of Defense civilians and civilian contractors may be eligible for tuition discounts for select graduate programs. Click here (https://www.creighton.edu/fileadmin/user/BusinessOffice/docs/Military_Discounts_Memo_071718.pdf) for information on Military discounts. Contact the Graduate School or Office of Military and Veterans Affairs for more information.

Withdrawals and Refunds

The university refund policy has been created to support our mission and allow students the maximum amount of time to reflect and discern their course schedule and educational goals. A student is considered in attendance and is responsible for any tuition balances due until s/he has formally notified Creighton University in writing of their withdrawal. Tuition refunds are made to the student based on the date s/he made their formal withdrawal. Students who formally withdraw from the University before the official start date (https://www.creighton.edu/businessoffice/#c192527) of the semester or term will not be liable for the tuition or fees associated with each course. Tuition refunds will be given to students withdrawing after the official start date of the semester or term in accordance with the schedule shown below.

Refund Policy

Semester/ Term	Tuition & Fees 100% Refund	Tuition 80% Refund	Tuition 60% Refund	Tuition 40% Refund	Tuition 20% Refund
Full Semester	7th calendar day of semester	14th calendar day of semester	21st calendar day of semester	28th calendar day of semester	35th calendar day of semester
11- or 12-week	5th calendar day of term	NA	10th calendar day of term	NA	15th calendar day of term
7- or 8-week	4th calendar day of term	NA	7th calendar day of term	NA	10th calendar day of term
4-, 5-, or 6-week	3rd calendar day of term	NA	5th calendar day of term	NA	7th calendar day of term
3-week	2nd calendar day of term	NA	4th calendar day of term	NA	NA
2-week	1st calendar day of term	NA	NA	NA	NA

Creighton University is required to complete the return of federal aid calculation for all students receiving financial aid. This is a proportional calculation based upon time enrolled during a semester, type of aid received, and direct costs. Students impacted by this policy will receive a worksheet outlining the steps and resulting calculation.

For the Doctorate in Business Administration program withdrawal/refund policy, please visit the DBA website (https://business.creighton.edu/program/doctorate-business-administration-dba).

For the Doctor of Medicine program withdrawal/refund policy, please visit the School of Medicine Catalog (http://catalog.creighton.edu/medicine/tuition-fees/withdrawals-refunds).

Refunds of room and board due to withdrawal from the University will be prorated.

Nonrecurring fees, the application fee, the University fee, the technology fee, special service fee and penalty fees will be charged in full, after the 100% refund period. The nonrecurring, penalty, and special service fees include; deferred payments, late payments, special examination/evaluations, challenge examinations, recording, tuition remission administrative fees, orientation fee and lockers.

Full time students who drop courses after the last day for late registration but remain full-time (12 or more credit hours) receive no refund. If a full-

time student drops to part-time status, refund of the difference between the full-time tuition charge and the per-credit-hour charge for the courses being continued will be made in accordance with the schedule applicable in the event of total withdrawal. Students assessed tuition per credit hour, including part-time students, graduate students and students in a summer session, will be charged for courses dropped in accordance with the schedule applicable in the event of total withdrawal.

A student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence. However, this policy is not to be considered as revoking the regulation that requires a student to notify the Dean in writing of his/her withdrawal. Refunds are made to the student on the basis of the date he/she has formally notified the Dean in writing of their withdrawal.

Financial Arrangements

Tuition, fees, board, and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay monthly installments by using the University's Payment Plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Information on enrolling in the Payment Plan will be sent via e-mail early in May to incoming students who have paid a deposit. Current students are sent an e-mail reminder in June. For further information on payment plans click here (http://www.creighton.edu/businessoffice/statementpaymentinformation/metpaymentplan).

Failure to pay any balance on your student account when due may result in the cancellation or administrative withdrawal of a student's registration for the current academic term.

Books and supplies may be purchased at the Campus Bookstore. These items must be paid for when they are obtained.

Students are encouraged to pay tuition and other expenses online via the NEST. The University will cash checks for students with a $200 limit per day in the Business Office. Checks returned for insufficient funds will be assessed a $25 fee. The University reserves the right to revoke or to deny this privilege to any individual at any time.

Financial Aid

To be considered for financial aid, a student must be accepted for admission as a degree-seeking or certificate-seeking student. Students must complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov to be considered for federal student aid.

Application Procedures

1. Apply for admission into Graduate School. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (https://fafsa.ed.gov) (FAFSA) after October 1 for the proceeding summer and/or fall semester.
3. Newly admitted students will be sent an award notification with instructions to go on-line to accept the aid offer. Returning graduate students will be sent an email notification when the aid offer is ready.
4. Students wishing to receive aid during the summer term need to complete a Summer Aid Application each year. The Summer Aid Application is available on the Financial Aid Office web page, (http://www.creighton.edu/financialaid) under Applications.

Graduate Fellowships

Creighton University offers a number of Graduate Assistantships and Fellowships to graduate students who qualify for advanced degrees. The stipends for assistantships and fellowships vary with the qualifications of the applicants, and the type of service associated with the individual appointments.

In all instances, the appointee must have a Bachelor's degree or its equivalent from a recognized college or university. The previous study and training must be acceptable to the department in which the applicant desires to pursue studies. All appointments are made for one year (academic or calendar year as noted below) by the Dean of the Graduate School in conjunction with the graduate program director. Satisfactory study and cooperation are requisite to reappointment for a second year. Appointments may be terminated by the Dean of the Graduate School whenever it is deemed necessary for the good of the University or when the appointee is academically disqualified.

Doctoral Fellowships

Students appointed to Research Fellowships while pursuing a doctoral degree have twelve month appointments and are expected to spend as much time in the laboratory as deemed necessary by their major advisor and as dictated by the demands of their program of research. They must take a minimum of eight credit hours during the Fall and Spring semesters and six credit hours over the Summer Sessions. Heavier course loads are allowed, if prescribed by their research advisory committees. However, permission of the Graduate Dean is required to take more than 12 credit hours in a given semester. Doctoral fellowships include a stipend, tuition remission, laboratory fees, general university fees and health insurance.

Master's Fellowships

Students appointed to a Fellowship while pursuing a master's degree are required to provide 20 hours of service per week as assigned by their program director during the nine-month academic year. They are expected to devote full time to their studies. Master's level Fellows must not exceed 18 credit hours in an academic year. These fellowships may include a stipend plus the remission of tuition and laboratory fees. All general university fees, however, must be paid by the Fellows.

The Heider College of Business also has Graduate Research Assistantships available for selected majors in graduate Business programs. The assistantships, although limited in number, provide full tuition and a stipend in exchange for a commitment of 20 hours of service per week during the academic year. The assistant generally is assigned to a faculty member or an academic department for faculty research or assistance in administering the Wade Computer Center in the Heider College of Business.

Graduate Scholarships/Awards

Graduate Scholarships are reserved for specially qualified or needy students who have completed their undergraduate work with distinction and show promise of successfully engaging in graduate research. These scholarships are intended to facilitate graduate study. Please contact the Graduate Dean's Office for application procedures.

The O'Neill Annual Scholarship
This scholarship was established to assist students enrolled in Creighton's Master of Arts in Ministry program who demonstrate financial

need. The Graduate School Dean and/or the Program Director select the recipient(s) from eligible students on an annual basis.

Rev. Norbert P. Loehr, S.J. Endowed Magis Scholarship
This scholarship was established to provide assistance to students in the Magis Catholic Teacher Corps. Proceeds may be used to provide tuition assistance, monthly stipends, medical insurance, housing, and university fees.

The Maurine Hamilton Award
This award is presented each May to the outstanding female graduate student, and is based upon the student's outstanding academic record and leadership potential.

The Mary Alice Engles Scholarship
This scholarship is presented annually to a graduate student in Education or School Counseling who demonstrates financial need.

Leo Jacks Scholarship
Scholarship provides assistance to Catholic School teachers pursuing graduate education.

Rev. Patrick Malone Scholarship
For first year Christian Spirituality students from an African nation.

Bishop Sheets Scholarship
This scholarship was established to provide assistance to graduate students in the Theology program who demonstrate financial need.

Anthony and Michele Lupo Catanese Christian Spirituality Scholarship
This scholarship was established to assist students enrolled in Creighton's Master of Arts with a major in Christian Spirituality who demonstrate financial need. The Christian Spirituality program director or scholarship committee will select the recipient(s) and the amount of the award.

De Rance Scholarship for Christian Spirituality
This scholarship was established by the De Rance Foundation for students in the Christian Spirituality program. The program director or scholarship committee will select the recipient(s) and the award amount.

Richard and Joan O'Brien Scholarship
This scholarship was established to assist students in the Masters of Science in Healthcare Ethics.

Graduate Dean's Scholarship
Students who have been unconditionally admitted to the Graduate School are eligible to apply for a Graduate Dean's Scholarship. A limited number of scholarships are awarded in the fall and spring semesters, based on academic standing, community service, and commitment to Creighton values.

Tuition Assistance

Students with demonstrated financial need may submit an Application for Tuition Assistance through the Graduate School Dean's Office. Funding is limited, so there is no guarantee that applicants will receive aid.

Loan Funds

Eligibility for any Federal aid program requires that at least half-time enrollment (three hours) per term be maintained. Receiving a Graduate School fellowship, scholarship or remission may affect Federal aid eligibility. Instructions to accept an aid offer and to complete the Federal Direct Master Promissory Note (MPN) and on-line entrance counseling will be included with the award notification. New and returning graduate students will receive an email notification when their aid packages are available.

Federal Direct Unsubsidized Student Loan

This loan accrues interest while enrolled. Current interest rate and origination fee information can be found on the Financial Aid (http://www.creighton.edu/financialaid) website. The aggregate amount which may be borrowed under the Federal Direct Subsidized and Unsubsidized Loan and/or the Federal Stafford Loan Program is $138,500, including any undergraduate borrowed amounts. The annual maximum is $20,500, depending on other aid received. Accrued interest will be added to the principal balance at graduation or whenever a student is enrolled less than half time.

Federal Direct Grad PLUS Loan

Graduate and professional students can borrow through the Federal Direct Grad PLUS program. Students can borrow up to the maximum of the cost of attendance less other financial aid. The Federal Direct Grad PLUS Loan accrues interest during enrollment but repayment is deferred while a student is enrolled at least half time. The interest rate changes annually and can be found on the Financial Aid (http://www.creighton.edu/financialaid) website. Repayment will begin six months after graduation or less than half-time enrollment. Accrued interest will be added to the principal balance at graduation or whenever a student is enrolled less than half time.

Summer School Financial Aid

Graduate students can borrow student loan funds during the summer. The Financial Aid Office has an institutional Summer Aid application which must be completed on the Financial Aid website (http://www.creighton.edu/financialaid/typesofaid/summerschoolaid) under Applications every spring. Funding received during summer terms may affect aid funding for ensuing fall/spring terms.

Easing Tuition Payments

Creighton University offers students a payment program that can be set up for fall and spring semesters. See Financial Arrangements Information (https://www.creighton.edu/businessoffice/statementpaymentinformation/metpaymentplan) for the complete details.

Important

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University board and room charges before any other direct or indirect educational costs. The stated limits refer to the maximum amount of a loan; the specific amount granted will be governed by funds available at the time of application. All aid received by a student is used to calculate federal loan eligibility, regardless of source.

Student Employment

www.creighton.edu/studentemployment

Jobs4Jays, powered by Handshake, is the online career management system for Creighton University students, alumni and employers.

Departments and offices on campus hire students each year in such areas as academic and administrative offices, campus recreation, campus libraries, the annual Phon-a-thon, Admissions, the Skutt and

Harper Centers and SODEXHO dining services. Current on campus listings as well as all off-campus jobs, internships and full-time jobs can be viewed at Jobs4Jays (https://www.creighton.edu/careercenter/jobs4jays).

At the time of hire, all U.S. students employed on campus must complete the Federal I-9 Employment Eligibility Form. Be prepared to show a valid ID and a document that proves your eligibility to work in the United States. The most commonly acceptable documentation is an original Social Security card or Birth Certificate or U.S. Passport. International students must show U.S Visa with I-94 and I-20.

Financial Aid Satisfactory Academic Progress

Graduate School students are eligible for financial aid consideration for a total of 45 credit hours attempted or until the Masters degree is conferred, whichever comes first. Graduate students must maintain a cumulative GPA of 3.00 and successfully pass 75% of all credit hours attempted.

Administration and Academic Policies

Student Responsibility

Each graduate student is personally responsible for completing all requirements established for his or her degree by the University, the Graduate School, and his/her department. It is the student's responsibility to inform himself or herself of these requirements. A student's advisor may not assume these responsibilities and may not substitute, waive, or exempt the student from any established requirement or academic standard. The University reserves the right to modify requirements at any time.

Although the University encourages the widest amount of student responsibility, with a minimum of administrative regulation, it expects each student to maintain appropriate standards in his or her academic and personal life. The University reserves the right to terminate the registration of any student who does not meet the standards acceptable to the University.

Academic Load

A student who is registered for eight or more credit hours in a semester is classified a full-time student. Twelve credit hours per semester is considered a maximal academic load for a full-time graduate student engaged in study for an advanced degree. Teaching and research fellowship holders are permitted eight to 12 semester hours of credit during semesters in which fellowship obligations are incurred. Students who are engaged in full-time work (within or without the University) should not undertake study for more than six semester hours of credit during their full-time employment. A student who is registered for less than eight credit hours in a semester is classified as a part-time student. A student who is registered for three semester hours during a semester is classified as a half-time student.

Academic Responsibility of Graduate Students

Rationale

All universities are concerned with the cultivation of specialized knowledge and the development of technical skills, and by introducing graduate and post-doctoral students to these disciplinary arts, they preserve, transmit and refine the current body of knowledge and lay claim to their definitions of academic excellence. While research contributing to the advancement of a particular form of intellectual inquiry marks the completion of traditional graduate plans, the end goal of the plan lies in the achievement of certain ways of thinking.

Achievement of graduate educational goals lies in development of analytical independence and conceptual self-consciousness; in the stimulation of creative imagination and critical abilities; in adoption of disciplined thinking and commitment to personal honesty, intellectual integrity, analytical consideration of competing claims, and respect for the contributions of others to a common intellectual enterprise. Creighton University has a reputation for developing people of high professional competence; our best graduates combine professional excellence with a healthy capacity to see technical problems in their larger contexts, and to combine imagination, intellect and action into forming a Christian wisdom that extends beyond mere convention.

Policy on Academic Honesty

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

"Academic or academic-related misconduct" includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another's ideas as one's own; furnishing false academic information to the university; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

Further information regarding academic or academic-related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the Creighton University Handbook for Students (https://studentlife.creighton.edu/community/student-handbook). However, students are advised that expulsion from the University is one of the sanctions which may be imposed for academic or academic-related misconduct.

The University reserves the right to modify, deviate from, or make exceptions to the foregoing or to the Handbook for Students (http://www.creighton.edu/students/studenthandbook) at any time, and to apply any such modification, or make any such deviation or exception

applicable to any student without regard to date of admission application or enrollment.

Required Documentation

All master's students completing a program under Plan A (thesis) and doctoral students are required to submit to the Graduate School the necessary forms to track their progress toward degree completion. These include a Plan of Study, Committee Evaluation, Progress Report, Advancement to Candidacy, Application for Final Oral Examination, and a Final Report on Candidate for Degree. These forms may be obtained from the graduate program director, or on the Graduate School website.

Adjustments and Withdrawals After Registration

Changes in Registration (Adding and Dropping of Courses)

Any change after the student's initial registration is permitted either with the written consent of the Dean upon recommendation of the graduate program director or the student's advisor. Changes during the registration period may be made through the student's N.E.S.T. account.

Withdrawing from Courses

Withdrawal from any on campus course after the first week; or from a 7- or 8-week on-line course after day two, requires sufficient cause and may be made only with the approval of the Graduate Dean. After the period for registration has ended, any petition to drop a course or to change status from credit to audit must include the recommendation by the Graduate Dean. Course withdrawals with a "W" may not be made later than the date posted each semester. A student who drops a course without approval of the Dean receives "WF" for the course (failure because of unauthorized withdrawal).

Withdrawal from the University

A registered student is considered in attendance until he or she has formally notified the University in person or in writing of their withdrawal.

Permission to withdraw from the University is granted by the Dean of the School/College in which the student is registered. This is required as a condition of honorable dismissal.

A student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence. However, this policy is not to be considered as revoking the regulation that requires a student to notify the Dean in person or in writing of his/her withdrawal. Refunds are made to the student on the basis of the date he/she has formally notified the Dean in person or in writing of their withdrawal.

A student withdrawing from the University during any semester or summer session before the final examinations forfeits credit for work done in that term. Students who withdraw with permission of the Dean receive "W" on their official record; those who drop without permission of the Dean receive "WF" for all courses (failure because of unauthorized withdrawal).

Admission to Candidacy for an Advanced Degree

Admission to the Graduate School does not imply admission to candidacy for the EdD or PhD degree. Students are granted candidacy to the Interdisciplinary EdD program in Leadership after successful completion of 32 credits and upon satisfactory portfolio review and approval. Students in the Doctorate of Business Administration (DBA) program advance to candidacy after successful completion of all required Business Content coursework and Research Methods coursework, as well as the successful defense of their dissertation proposal. In order to be advanced to candidacy for the PhD degree, a student must have previously been admitted to the Graduate School, have completed approximately half the number of hours in the degree program, and passed the comprehensive examination. For the master's degree, however, the comprehensive examination can be used either to advance students to candidacy for the PhD or to measure terminal learning outcomes at or near the completion of the program of study.

Appeals and Petitions

Grade Appeals

The instructor has jurisdiction in determining and assigning grades earned by students at the end of each semester in which the course is offered. The criteria and mechanisms for performance evaluation shall be published in the course syllabus and communicated to students at the beginning of the course. When assigning course grades, Instructor(s) of Record will evaluate student performance in a manner that is fair, unbiased, and consistent with those previously published criteria and mechanisms.

Students have the right to appeal a final course grade that they believe to have been assigned in an arbitrary or capricious manner. For the purpose of this policy, "arbitrary or capricious" is defined as "the assignment of a final course grade through means that are erratic, irregular, or inconsistent with grading policies published in the course syllabus and/or inexplicably different from those applied to other students enrolled in the same course." The grade appeal process for students enrolled in the Graduate School will involve the following steps (the issue may be resolved at any level):

1. The student confers with the instructor(s) involved, outlining the basis for dissatisfaction with the assigned grade, in an attempt to come to resolution in the absence of third parties. It is the responsibility of the student to contact the instructor(s) to initiate this step. The process must be initiated within two weeks of the start of the next semester or part-of-term in which the student is enrolled. If at any point in this process, the instructor(s) agree(s) with the student and elects to alter the original grade issued, the process is terminated and the issue is considered closed. Likewise, if the student becomes convinced at any point in the process that the original grade was issued in a manner that was neither arbitrary nor capricious, the process is terminated and the issue is considered closed. If the dispute is unable to be resolved, the process proceeds to Step 2.
2. The student and instructor(s) (preferably together) confer with the chair of the department or graduate program director. If the instructor is the department chair or graduate program director, the appeals process proceeds to Step 3. The chair/program director's role is to host the meeting and facilitate professional and productive

communication between parties. At no time should the chair/program director assume the role of decision-maker in the grade dispute. The student may request the presence of his/her academic advisor (if applicable) during this meeting. The academic advisor, if present, may counsel his/her advisee but should not take an active role in the discussion. If, at any time during this step of the process, the instructor(s) agree(s) with the student and elects to alter the original grade, or if the student becomes convinced that the original grade was issued in a manner that was neither arbitrary nor capricious, the process is terminated and the issue is considered closed. The chair/program director must write a memo summarizing the outcome of the meeting. Copies of this memo must be sent by the chair/program director to the instructor(s) of record, the student, the student's major advisor (if applicable), and to the student's academic file through the Dean of the Graduate School.

If the student disputing a course grade is out of the Omaha metropolitan area, the required conversation with the instructor(s) may be made by phone.

3. If resolution of the issue cannot be attained through Steps 1 and 2 outlined above, the student may initiate a formal grade appeal to the Graduate Dean. If the student elects to formally appeal the grade, s/he must inform the Graduate Dean in writing within 10 working days of the meeting held in Step 2. In the written appeal, the student must outline the specific grounds for the appeal, and clearly and precisely describe the basis for the complaint. A copy of the student's letter of appeal, and any supporting documentation provided by the student, will be forwarded to the instructor(s) of record, the appropriate department chair, the graduate program director, and the Academic Hearing Subcommittee. It is on the basis of the student's written appeal and the supplemental documentation provided to or gathered by the Academic Hearing Subcommittee that the Subcommittee will decide whether or not to hear the case.

   The student formally appealing a failing grade has the right to attend classes and exercise the privileges of all other graduate students pending the outcome of the appeal, except when prohibited by department policy or in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Graduate Dean.

   Normally, the Dean will forward such appeal to the appropriate committee for its review and recommendation. A formal appeal should not be entered upon lightly by a student, or lightly dismissed by an instructor. Under ordinary circumstances, the Graduate Board does not hear appeals of a passing grade.

4. The Graduate Dean will appoint a three-person Academic Hearing Subcommittee from among the members of the Graduate Board for the purpose of reviewing and acting upon written appeals of grades presented by students who have followed the process described in this policy.

   When presented with a formal appeal, the Academic Hearing Subcommittee shall secure the course syllabus and request from the instructor(s) of record his/her written response to the appeal. The Subcommittee shall also request from the instructor(s) of record any additional written information on grading policy previously communicated to the class, or other data pertinent to the appeal. Within two weeks of being convened, the Academic Hearing Subcommittee shall review the student's allegations and the documentation provided by both the student and the instructor(s) of record. The Subcommittee shall also have access to information contained in the student's academic file and transcript. At the conclusion of the information-gathering, the Subcommittee shall determine whether sufficient evidence has been presented to proceed with a formal hearing. The burden of proving that a course grade was assigned arbitrarily or capriciously rests with the student.

   If the data presented by the student are judged to be insufficient to warrant a hearing, the Chair of the Academic Hearing Subcommittee will so indicate, in writing, to the Graduate Dean, who will inform the student and the instructor(s), in writing, of this determination. At that point, the issue is considered closed. If sufficient evidence is presented by the student to warrant an appeal hearing, the Subcommittee will make a written recommendation to the Graduate Board, along with the rationale. The Graduate Board will act in a timely manner to collect any information necessary to render a decision as to whether the grade issued to the student was assigned in a manner that was either arbitrary or capricious. All written documentation provided to the Subcommittee by the student petitioner and/or the instructor(s) will be shared with the other party. The Graduate Board shall convene as soon as possible to evaluate all evidence pertinent to the case. Board members who have an actual or perceived conflict of interest in the case will not be allowed to attend the hearing or to vote on the outcome. The Board may choose to interview the principals as well as other faculty and students who may provide insight and/or have direct knowledge about the events of the case. The student will be asked to make a brief statement to the Board. It should contain any additional pertinent information that might not be addressed in written materials, information that the student feels the Board should hear. Written notes to which the student can refer while speaking are permissible. For face-to-face hearings, given the nature of the proceeding, the student should appear before the Board appropriately professionally dressed. The student has the right to the assistance of an advisor, from within the University community, at the hearing. The advisor may not be an attorney. Obtaining an advisor is the student's responsibility. The advisor may attend the interview but may not take an active role in the discussion. No other individual will be allowed to sit in on an interview unless permission is granted by the Graduate Dean. The Graduate Board's decision will be reached by simple majority vote. The specific charge to the Graduate Board regarding a grade appeal is to assess whether the mechanisms utilized by the instructor(s) of record to determine the grade in question were applied consistently and fairly to all students enrolled in the course, and, if not, to identify specifically which evaluation mechanisms were arbitrarily or capriciously applied. The Board will not attempt to determine the grade to be received by the student. The finding of the Board will be returned to the original instructor(s) for appropriate remediation. Once a decision is reached, the Graduate Dean will communicate the final decision to the student, the instructor(s) in question, and the program chair.

   The Dean vests full authority for the adjudication of grade appeals in the Graduate Board, and will not serve as a source for further appeal or decision review unless requested to do so by the Provost or the President of the University.

The Graduate Board will not hear appeals of passing grades.

Timeframe for Appeal

Failure of the student to adhere to the time deadlines described above will result in forfeiture of all rights to appeal the grade in question. If deadlines cannot be met due to legitimate reasons, the student can appeal to the Graduate Dean for an extension.

For students enrolled in traditional semester-long courses, the student will have six weeks after the start of the next semester in which the

student is enrolled to file a formal grade appeal. Students enrolled in 7- or 8-week courses will have two weeks after the start of the next enrollment term to file a formal grade appeal. This allows time to work through the process described above and submit a written appeal of a grade. Failure to review grades that have been posted online by the Registrar's Office at the end of the semester or term will not be viewed as a reason to suspend any of the time deadlines set forth in this policy. It is the responsibility of the student to ensure that the Registrar's Office has the address to which official correspondence should be sent so that it is received by the student in a timely manner.

Dismissal Appeals

A student has the right to appeal a dismissal from the Graduate School by filing a petition for reinstatement within 10 working days of the date of the written notice of dismissal from the Graduate School. A petition for reinstatement should be submitted in writing to the Dean and indicate the reasons the student feels s/he should be reinstated as well as the steps s/he plans to take to improve her/his academic performance. The Graduate School will request a statement from the instructor(s) regarding the student's performance in the course, as well as a statement from the graduate program director. The student may provide a letter in support of her/his reinstatement from the program director, instructor, or other faculty member in the program. Issues of dismissal and reinstatement are heard by the Graduate Board. A dismissed student appealing for reinstatement has the right to attend classes and exercise the privileges of all other graduate students pending the outcome of the appeal, except in cases where there are reasons related to the physical or emotional welfare of the student or others, or reasons involving the safety of persons or property. The decision of student status will be made by the Dean, upon recommendation of the Graduate Board.

In cases of academic misconduct, if a serious penalty (i.e. expulsion from the University, suspension, or a request for withdrawal) is imposed by the Dean, the student has the right to appeal to the University Provost, following the procedures outlined in the Student Handbook. If a student is reinstated into the Graduate School and subsequently dismissed again, the student does not have the right to request reinstatement.

Application for Degree or Certificate/ Commencement

Application for Degree and Commencement

Each student *must* file a formal application for degree (completed online through the NEST > Student Services > Student Records > Degree Application and Graduation Participation) by the following deadlines:

> Degree completion in Spring Semester (May conferral): Application due February 15
>
> Degree completion in Summer semester (August conferral): Application due March 15; (If not participating in May Commencement ceremony, application is due June 15)
>
> Degree completion in Fall semester (December conferral): Application due October 15; (IF participating in Commencement ceremony prior to degree completion, application due March 15)

Late applicants may be charged a late fee.

Annual University Commencement ceremonies are held in May. Students who complete their degrees in the Spring Semester are expected to be present at Commencement to receive their degrees. Students who complete their degree programs in the Summer or Fall Semesters may attend Commencement in May following completion or the May prior to completion. Diplomas of Summer and Fall graduates will be mailed upon confirmation of the completion of all degree requirements by the respective Dean.

NOTE: A student may participate in only one Commencement ceremony for each degree granted.

The respective Deans of the Schools and Colleges of the University have the responsibility for approving candidates for graduation.

Those applicants who do not complete all degree requirements or who are not approved must complete another application by the published deadline in order for a degree to be conferred at the end of the next semester.

Application for Certificate

Each student must file a formal application for certificate with the Registrar by the following deadlines:

> Certificate completion at end of Spring semester: May 1
>
> Certificate completion at end of Summer: August 1
>
> Certificate completion at end of Fall semester: December 1

The respective Deans of the Schools and Colleges of the University have the responsibility for verifying and approving completion of certificate requirements. Applications are completed online.

Students earning certificates do not participate in Commencement or Hooding ceremonies.

Graduation Honors

Students graduating with a Doctor of Nursing Practice degree who achieve a cumulative grade point average of 4.0 will be identified as graduating "with high honors." Those who achieve a cumulative grade point average between 3.90 and 3.99 will be identified as graduating "with honors."

Class Attendance

Graduate students are expected to attend all lectures and laboratory sessions, except as excused by the instructor. In cases of obvious disinterest, as indicated by absences without reason, the student is subject to dismissal from a course by the Dean at any time during the term.

Classification of Students

Degree Seeking Students

Applicants who meet all of the undergraduate prerequisites and other requirements for graduate work in a specific field or field of study are admitted without condition to the Graduate School by action of the Graduate School Dean upon the recommendation of the program director. Such applicants are classified as degree seeking students upon enrollment.

Non-degree Students

Non-degree (special) students are understood to have at the time of registration no intention of applying for a graduate degree at Creighton

University. Should the student later decide to pursue a degree, nine credit hours is the maximum advanced-standing credit allowed in this event. Non-degree seeking students are still expected to perform at a level expected of graduate students. Students who do not perform at a satisfactory level may not be permitted to take additional courses, or may not be accepted as degree seeking students.

Commencement

Annual University Commencement Ceremonies are held in May. Students who complete their degree programs in the Spring Semester are expected to be present at Commencement to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement in May following completion or in the preceding May with the approval of their program director. Students who complete their degree programs during the Summer are encouraged to attend Commencement the preceding May or the May Commencement following completion. Diplomas of August and December degree conferrals will be mailed upon confirmation of the completion of all degree requirements by the respective Dean.

NOTE: A student may participate in only one Commencement ceremony for each degree granted.

The respective Deans of the Schools and Colleges of the University shall have the responsibility for clearing all participants of Commencement.

The Graduate School holds a hooding ceremony in December and May.

Comprehensive Examination

Each program requiring a written comprehensive examination determines the content of that examination and administers the examination. The student is provided an opportunity to demonstrate general knowledge of the discipline and to give evidence of analytical abilities. The comprehensive examination represents the culmination of intensive formal study and serves to demonstrate proficiency required for the cultivation of the habit of inquiry and/or learning outcomes specified for a specific program. The student should consult with his or her advisor and the faculty throughout the formal study in determining what preparation will be expected.

The comprehensive examination will be scheduled upon recommendation of the student's advisor and program director; ordinarily, the completion of the course work required in the Plan of Study should be anticipated in the semester during which the examination is to be taken. The student is advanced to candidacy upon passing the comprehensive examination.

The program director (or department chair) will notify the Dean of the Graduate School whether the student has passed or failed the comprehensive examination. A candidate who has failed the comprehensive examination will be permitted to take it only one more time, but only after a one-semester study period has been completed. Failure of the comprehensive examination disqualifies the student for the thesis examination or dissertation defense and/or graduation.

Confidentiality and Privacy of Student Records

Creighton University's policy relating to the confidentiality and privacy of student records is in keeping with the Family Educational Rights and Privacy Act (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for, and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.** One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, and the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
   Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
   • School officials with legitimate educational interest
   • Other schools to which a student is requesting transfer or enrollment
   • Specified officials for audit or evaluation purposes
   • Appropriate parties in connection with financial aid to a student
   • Organizations conducting certain studies for or on behalf of the school
   • Accrediting organizations
   • To comply with a judicial order or lawfully issued subpoena
   • To a parent of a student under the age of 21 concerning the student's violation of any law or policy regarding the use or possession of alcohol or a controlled substance
   • Appropriate officials in cases of health and safety emergencies
   • Disclosures to the student

   FERPA permits disclosure of education record information to a student's parent or guardian if the student is their dependent for federal tax purposes. To rely on the exception, the University must verify a student's dependent status by asking the student for

confirmation or by asking the parent/guardian to provide a copy of the portion of their tax return showing they claimed the student as a dependent. Students may grant their parents or another third party access to their academic records by following the procedure on their N.E.S.T. account.

FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled, full-time/part-time status, local and permanent address(es), e-mail address(es), telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, expected graduation date, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, and previous educational agency or institution attended by the student.

A currently enrolled student may request any or all directory information not be released by indicating this on their N.E.S.T. account. The restriction shall not apply to directory information already published or in the process of being published. Once the student has designated a confidential classification, it will not be removed until the student indicates this through their N.E.S.T. account or submits a signed request to the Registrar's Office.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA.**

The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Location, Types, and Custody of Educational Records

Following is a listing of the location and types of education records and the office of the respective official responsible:

Registrar's Office (Brandeis Hall 202)

- Application for admission and supporting documents, including standardized test scores, transcripts of academic work completed elsewhere
- Cumulative academic records
- Academic action reports
- Correspondence, etc.

School or College Dean's Office

- Records will vary with Dean's Office, but may include records and reports in original or copy form, generally comparable to those maintained by Registrar
- Academic progress reports, evaluations and related actions
- Attendance data
- Correspondence, etc.

Academic Advisor's Office

- Cumulative files containing academic information are maintained by some academic departments and by some faculty advisors concerning their advisees

Athletic Department (Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

Center for Health and Counseling (Harper Center, Room 1034)

- Medical records
- Counseling records

Office of International Programs (Creighton Hall, Third Floor)

- Records of international students
- Records of students who studied abroad

Residence Life Office (Swanson Hall 136)

- Housing information

Student Financial Aid Office (Harper Center 1100)

- Financial aid records

University Business Office (Creighton Hall 113)

- Financial records, including those pertaining to tuition, fees, and student loans

University Relations (Wareham Building, 3rd Floor)

- Directory information and other personal data about former students and graduates, and their subsequent activities and achievements

Vice Provost for Student Life (Creighton Hall 224)

- Disciplinary records

University Ministries (Creighton Hall, Room 110)

- Directory information
- Religious affiliation

Questions concerning the Student Records Policy may be referred to the University Registrar, who is designated as the University Custodian of Student Records.

Course Levels and Numbering System

Undergraduate and Graduate level course numbering is as such:

001-099	Pre-college level courses (not applicable to a degree).
100-299	Lower-division courses (when applicable, 100-199 freshmen; 200-299 sophomores) undergraduate credit only.
300-499	Upper-division courses (when applicable, 300-399 junior; 400-499 senior) undergraduate credit only.

500-599	Advanced upper-division courses in which graduate students may enroll and receive graduate credit. (It is assumed that graduate students will perform more requirements and be graded more strictly than undergraduates in these courses.)
600-799	Graduate courses (master's and doctoral level).
800-899	Graduate courses (limited to doctoral candidates).
900-999	Post-doctoral (or post-terminal) degree courses only.

Grading Guidelines and System

The following guidelines represent sound educational practices that are appropriate to most graduate programs. Graduate Programs and their faculty manifest their disciplinary traditions and expectations differently. Such specific expectations may take precedence over the more general guidelines offered below.

1. Instructors are expected to explain to their students the grading policies, including the evaluation weights for performance expectations to determine the final grade in each course, during the first week of instruction.
2. Final grades assigned to graduate students should be based on demonstrations of competence by the student, which may include tests, examinations, papers, projects, recitations, experiments, skill development, etc.
3. Instructors should be expected to provide students with formative assessment of learning on an ongoing basis.
4. Students should be informed in a timely manner of their scores on exams, papers, projects, etc.
5. Final grades in courses should include evaluation of the student's capacity to organize and communicate (in written and/or oral form) the principal concepts and/or applications of the course content.

Grading System

A student's scholarship rating in each course is determined by the combined results of examinations and class (and laboratory) work as explained above. This rating is reported by the instructor in accordance with the grading system shown below.

A	Indicates not only outstanding achievement but also an unusual degree of intellectual initiative
B	Indicates attainment above the average, satisfactory for 500-level courses
C	Indicates satisfactory but minimum quality work in courses at or above the 500-level
F	Indicates failure — no credit
AF	Indicates failure for excessive absences
WF	Indicates failure because of unauthorized withdrawal
I	Indicates work incomplete
X	Indicates absence from final examination
AU	Indicates audited course only — no credit
SA	Indicates work satisfactory
UN	Indicates work unsatisfactory — no credit
W	Indicates official withdrawal from a course — no credit

SA and UN are used to report progress or performance in several instances, e.g., when a course carries no credit, or when laboratory or skills development are a primary focus of the course. Use of SA/UN instead of regular grading in any other course is not permitted. Credit earned with SA (Satisfactory) may be counted toward graduation but does not affect the student's GPA; however, UN (Unsatisfactory) functions as a failure in computing the grade-point average. An I is given at the end of the term if the work is incomplete but progressing satisfactorily.

Pass/No Pass Option

The Pass/NoPass (P/NP) grading option is available for students in good academic standing for selected courses at Creighton. A limit of nine (9) Pass/No Pass hours will be permitted the eligible student. With this option the instructor of record is not informed which students have registered "P/NP." The instructor's letter grade assignment will be changed to the appropriate "P" or "NP" designation when final grades are processed. A "C" is the lowest possible passing grade. The "P" or "NP" grade does not affect the student's grade-point average. Students may not register "P/NP" for prerequisite, required, and supporting courses in their major area of study.

Incomplete and Absence from Final Examination

The "I" and "X" are marks used, as explained below, to reflect a student's irregular status at the time final end-of-term grade reports are due.

I (Incomplete). A student who has failed to fulfill all requirements of a course may petition the instructor before the close of the term to assign an end-of-term mark of I indicating incomplete performance. An I may be awarded to graduate students only for reasons of illness, unavoidable travel breaks in the program, or for incomplete work on a thesis or dissertation. An I (incomplete) will not be granted to a student who has been excessively absent during the term or who has simply failed to complete the work of the course before the close of the term without an exceptionally good reason.

Students must submit a Completion of Course Agreement Form for an Incomplete to be assigned. This form indicates the work to be completed and the deadline for completion. Both the student and professor must endorse the form.

The responsibility for completing all course work rests with the student. The maximum time limit for clearing an incomplete, except in thesis or dissertation, is one year from the start of the course. If the incomplete is not cleared within this limit, it becomes a permanent I; and the student must reregister for and satisfactorily complete the course if credit is desired.

The I does not affect the grade-point average. However, should a student have more than one-third of his credits for a single

registration period outstanding as Incomplete s/he will not be permitted to reregister for additional graduate credit until the incompletes are cleared.

An X is given to a student who missed the regularly scheduled final examination, and the X functions as a failure until it is cleared. If the reason for absence is acceptable to the Dean, an examination must be taken as soon as possible but not later than one month from the date of the regular final examination. A permanent grade is recorded after the final examination is taken. If the examination is not taken as specified or if the reason for absence was not acceptable, the student receives F in the course.

A student who receives an "I" in a course that is a prerequisite for another course will not be permitted to enroll in the subsequent course.

A student who is both incomplete and absent from the final examination will receive both an "I" and "X" (IX), which will function as a failure until cleared as specified above.

Grade Reports

Grades are available to students at the end of each term via the students' NEST accounts.

Quality Requirements

It is expected that students in the Graduate School will do a higher quality of work than those in the undergraduate colleges. Since no degree is conferred in consequence of mere time fulfillment or credits gained, the student must show performance of a superior quality.

A minimum grade of "B" is required to earn graduate credit in 500-series (advanced undergraduate) courses; in courses numbered 600 and above, open exclusively to graduate students, the minimum satisfactory grade is "C." (See specific program sections for any variations.) It does not follow, however, that minimum satisfactory grades will qualify for a degree. Graduate degrees will not be awarded to students who do not possess an overall grade-point average of 3.00 in the graduate program.

The ability to express oneself in idiomatic and grammatically correct English will be regarded as a determining factor in assigning grades, and no one will be allowed to pursue a graduate program unless he or she consistently demonstrates this ability.

Academic Probation

A graduate student whose cumulative GPA falls below 3.00 at the end of any term is placed on academic probation. A student who fails to remove the probationary status by regaining a cumulative 3.00 GPA within one semester of full-time enrollment or its equivalent (8 credit hours) will be dismissed from the Graduate School.

Academic Dismissal

Any student who accumulates more than six credit hours of "C" grade, or any one grade less than "C," in courses in his or her graduate program is disqualified from the Graduate School and will be dismissed from the program.

Discipline

The primary purpose of discipline is educational in nature and is aimed at the development of responsible student conduct.

The University has the right and duty to protect its educational purpose through setting and maintaining standards and regulations considered essential to its purpose. The *Student Handbook* describes disciplinary procedures and penalties, which may include suspension or expulsion from the University. The Student Handbook is available online at studentlife.creighton.edu/community/student-handbook.

Continuous Enrollment

All enrolled students pursuing graduate degrees at Creighton University must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated. Students who find that they will not be enrolled for two semesters must request a Temporary Withdrawal. An exception may be granted for military students who are being deployed, provided they have communicated this information to their program director.

Incomplete Policy

An Incomplete (grade of "I") may be given to a student who is unable to fulfill all requirements of a course due to extenuating circumstances. The student may petition the instructor before the close of the term to assign an end-of-term grade of "I" indicating incomplete performance. The instructor may agree to this grade when, as a result of serious illness or other justifiable cause, the work cannot be completed by the end of the term. A grade of "I" will not be granted to a student who has been excessively absent during the term or who has simply failed to complete the work of the course before the close of the term without an exceptionally good reason. Students must submit an Incomplete Request and Agreement Form for a grade of "I" to be assigned. This form indicates the work to be completed and the deadline for completion, which is set by the instructor and should not exceed a maximum one year from the end of the term*. Both the student and professor must endorse the form.

The responsibility for completing all course work rests with the student. After the deadline or maximum one year time limit has passed without a grade submission by the faculty, the grade specified in the Incomplete Agreement will be recorded by the University. If no grade was designated on the Incomplete Agreement, a failure of the course is assumed and a grade of "F" will be recorded. When an Incomplete is cleared and a final grade, either passing or failing, is assigned, the final grade is entered on the student's permanent academic record in place of the "I". If credit is desired for a course where a failing grade was assigned, the student must re-register for (appropriate tuition will be assessed) and satisfactorily complete the course. In cases where an Incomplete Request and Agreement Form is not submitted, a grade of "F" is assigned after one year from the end of the term in which the Incomplete was given.

Incompletes do not affect the grade-point average but may affect Satisfactory Academic Progress. A student with an outstanding "I" in a course that is a pre-requisite for another course will not be permitted to enroll in the subsequent course. A degree will not be conferred if the student has any outstanding Incomplete(s).

**Masters and doctoral dissertation courses follow the Incomplete guidelines and timeframe set forth by the Graduate School.*

Posthumous Degree/Certificate

A degree or certificate may be awarded posthumously if the following conditions are met:

- The student was enrolled in the final year of his/her academic program;
- The student had completed a majority (generally 85%) of the required credits with passing grades;
- The student was in good academic and disciplinary standing;
- The posthumous degree or certificate has final approval from the President.

Registration

Registration

Students must register for each term in which they expect to engage in study. Registration is to be completed within the period specified for a given term. No graduate credit applicable to a degree will be allowed unless a student has formally registered for graduate work at the time of registration for that course. To facilitate the registration process, continuing students should consult with their academic advisor and participate in the registration process through their N.E.S.T. account as specified for the coming term.

Graduate students, under the guidance of the program director, should plan their work carefully so that no changes in the student's Plan of Study (p. 37) should be necessary. When changes seem advisable, they may be made with the approval of the Program director or major advisor.

Special/ Terminal Registration

Graduate students who are working to clear an Incomplete grade, or who have completed all required courses but are still writing a thesis or dissertation may request to be registered as a special or terminal student. Special/terminal registration status will enable a student to have building access and check out materials from the University libraries without being officially registered for a particular semester. Special/terminal registration requires the permission of the graduate program director and the Graduate Dean.

Auditing Courses

Students will be permitted to register as auditors only for exceptional reasons and with the explicit authorization of the Dean. A graduate student may not enroll in more than 12 credits of coursework as an auditor. Not all courses are open to auditors. Auditors are not held responsible for the work expected of regular students, are not admitted to examinations, and receive no grade or credit for the course. Regular attendance and participation in class are expected, however, and auditors are subject the same as regular students to being dropped from the course for excessive absences (in this event auditors receive a "W"). Changes of registration from credit to audit or audit to credit will not be permitted after the deadline, which is four weeks after the first day of classes in Spring and Fall traditional semesters (prorated for shorter terms).

A student who has previously enrolled as an auditor may not take the course for credit during any succeeding semester except by special permission of the Dean.

Charges for courses audited are one-half (50%) of the regular per-credit-hour tuition rate when the per-credit-hour rate is applicable. For Summer Session courses, the 50% reduction for auditors applies to the regular rate only, not to the Summer Session discounted rate. Also, special courses, workshops, and institutes offered at a special flat-rate tuition charge are excluded from the auditor discount.

Students seeking to change from credit to audit status will be eligible for a tuition adjustment (if otherwise applicable) only if the change is made with the dean's approval within the period for late registration.

Changes in Registration (Adding and Dropping of Courses)

Any change after the student's initial registration is permitted either with the written consent of the Dean upon recommendation of the graduate program director or the student's advisor. Changes during the registration period may be made through the student's N.E.S.T. account.

Withdrawing from Courses

Withdrawal from any on campus course after the first week; or from a 7- or 8-week online course after day two, requires sufficient cause and may be made only with the approval of the Graduate Dean. After the period for registration has ended, any petition to drop a course or to change status from credit to audit must include the recommendation by the Graduate Dean. Course withdrawals with a "W" may not be made later than the date posted each semester. A student who drops a course without approval of the Dean receives "WF" for the course (failure because of unauthorized withdrawal).

Withdrawal from the University

A registered student is considered in attendance until he or she has formally notified the University in person or in writing of their withdrawal.

Permission to withdraw from the University is granted by the Dean of the School/College in which the student is registered. This is required as a condition of honorable dismissal.

A student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence. However, this policy is not to be considered as revoking the regulation that requires a student to notify the Dean in person or in writing of his/her withdrawal. Refunds are made to the student on the basis of the date he/she has formally notified the Dean in person or in writing of their withdrawal.

A student withdrawing from the University during any semester or summer session before the final examinations forfeits credit for work done in that term. Students who withdraw with permission of the Dean receive "W" on their official record; those who drop without permission of the Dean receive "WF" for all courses (failure because of unauthorized withdrawal).

Residence

Only students pursuing a master's degree in basic sciences areas requiring substantial laboratory time will be required to pursue full-time study in residence for a minimum of one academic year. Exceptions require approval of the Graduate Dean. Students pursuing other

master's degrees may complete all course work on a part-time basis. A minimum of 24 credit hours must be completed in residence at Creighton University.

Doctoral students in the basic sciences areas must complete at least 60 credit hours of full-time course work in residence at Creighton University. Students in the interdisciplinary Ed.D. program in leadership must complete at least 51 credit hours in residence at Creighton University. Students in the Doctorate of Business Administration program must complete 54 credit hours in residence at Creighton University.

Temporary Withdrawal

Students who are seeking a degree or certificate in an undergraduate, graduate, or professional program may request a Temporary Withdrawal. Reasons for such a request may include medical/psychological, personal or military obligations. This withdrawal is considered to be a temporary interruption in a student's program of study and must be approved by the student's school/college. The request must be made:

- After the end of the semester when a student doesn't plan to return for the next semester but plans to return within one year.
- During a semester when a student withdraws from all courses after the withdrawal deadline and plans to return within one year.

The duration of the temporary withdrawal may be up to one year (including the summer term). A student requesting to return to the University after being on a temporary withdrawal for longer than one year must make formal application for readmission. Unique circumstances requiring an absence longer than one year (e.g. Religious Obligations, Military) must be discussed and approved by the appropriate Dean.

Students enrolled in the College of Professional Studies will follow the '*Student Stop-Out and Readmission Policy*.'

When a student is granted a temporary withdrawal mid-semester, final grades of 'W' will be assigned. All previously graded courses at the time of the request will remain on the student's record, regardless of the semester in which the courses were taken.

A temporary withdrawal initiated mid-semester may result in a loss of tuition. Student responsibility for tuition, fees, and any other costs is determined in accordance with the Refund Policy and Schedule.

Students must re-register for (and retake) any of those courses that are required upon their return. This will necessitate the repayment of tuition for those courses.

Students should be aware that being on an approved temporary withdrawal does not change the time limit to complete their degree or certificate. The time taken during the temporary withdrawal will be included as part of the student's time to completion. Time limitations which pertain to the completion of courses from previous semesters in which a grade of 'I' (Incomplete) was given are not waived.

It is the responsibility of the student to notify the Financial Aid Office prior to the temporary withdrawal in order to retain future scholarship eligibility. Semesters absent under an approved temporary withdrawal do not count against the eight semester limitation for Creighton University scholarship funds.

During the temporary withdrawal period, students are not considered to be enrolled at Creighton University for the purpose of loan deferments. However, students are eligible for services of the Career Center and library facilities.

If a student is approved for a temporary withdrawal and later is suspended, dismissed, placed on warning for unsatisfactory academic performance or is suspended, dismissed or expelled as the result of a disciplinary action, the sanctions take precedence over a temporary withdrawal and stand as a matter of record.

Only written requests that include specific information about why the temporary withdrawal is being requested will be considered. There is no guarantee that a request will be granted. A temporary withdrawal cannot be approved retroactively.

A student on an approved Temporary Withdrawal must request and receive permission in advance to enroll in courses at another regionally-accredited institution during this time. Courses not approved in advance may not be transferred back to Creighton University.

Temporary Withdrawal – Medical/Psychological

This may be requested when a student's health condition significantly impairs his/her ability to function successfully or safely as a student. If the student is unable to participate in the temporary withdrawal process, the student's parent, spouse, advisor, or other designee may do so on behalf of the student, once the incapacitation of the student is documented. A licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal.

Temporary Withdrawal – Personal

This may be requested when personal circumstances (e.g., family illness, death or other emergency) interrupt a student's academic progress.

Temporary Withdrawal – Military Obligations

Creighton University supports its students who are military members of the National Guard or Reserves who are called into active duty for military service by the United States during a war, other operation or national emergency, however, this excludes active duty for training or attendance at a service school. If the student's military service requires an absence longer than one year, the student should discuss this with the Dean of the college or school.

The following guidelines will apply to approved temporary withdrawals due to military obligations:

1. The student will receive a full refund of tuition and fees paid to Creighton University if the request for a withdrawal for military service is filed prior to the last day to drop classes.
2. The student will have a choice of three options if the request for a withdrawal is received after the last day to drop classes:
   a. A full refund of tuition and fees with no credit awarded for work completed during the semester.
   b. An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.
   c. A grade in all courses, upon approval of all instructors, based on work completed to the date of the withdrawal request.
   d. Options b) & c) may be combined should circumstances warrant, at the discretion of the Office of Military & Veterans Affairs.
3. The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the

semester (i.e., beginning with the first day of class and ending on the last day of finals).

4. Federal financial aid awards will be returned, if required, according to Return of Title IV funds calculation as determined by the Department of Education.
5. While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.

The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re-enroll.

The Academic Year

The traditional academic year is divided into two semesters and summer session. The Heider College of Business also utilizes a Winter Session, offered between the Fall and Spring semesters.

Fall and Spring Semesters

The first semester, often referred to as the "Fall" semester, begins in late August and ends before the Christmas holiday; the second semester, often referred to as the "Spring" semester begins in January and ends in May. In the Fall semester there is a one week mid-semester recess as well as a short Thanksgiving recess. In the Spring semester there is a mid-semester week-long recess as well as a short Easter recess.

Within each semester there are also two eight-week terms, which fit closely within the traditional semester dates, for the graduate programs who use this calendar option.

Summer Sessions

The traditional Summer Session offers courses in shortened time frames. Summer may provide significant opportunities to students who wish to accelerate their studies and satisfy degree requirements or other interests, to teachers who wish to obtain credit for state certificates, and/or for professional improvement, etc. A variety of short workshops and institutes on topics of current interest are part of each summer's offerings.

The Degree Program Plan of Study

Upon matriculation the student, in conjunction with their advisor, will identify his/her specific objectives. The advisor will aid the student in constructing a *Plan of Study*, which should be formulated during the first semester in residence for a master's degree or within the first year for the doctoral degree. The advisor and the student together will draw up a Plan of Study to be endorsed by the program director, major advisor or research advisory committee. The Plan of Study for doctoral students will be forwarded to the Graduate Dean. The Plan of Study for master's students should be maintained in the departmental files. The Plan of Study should list the following:

1. Courses required for removal of undergraduate deficiencies;
2. Courses taken prior to submitting the Plan of Study that apply to the minimum credit requirement;
3. Courses required by the degree program;
4. Elective courses (or course options) that may be taken in application to the minimum credit requirement;
5. Courses taken outside the degree program.

The Plan of Study serves as a record for the Graduate School, the program director, the advisor or academic coach, and the degree candidate for monitoring progress in the degree program. The Plan of Study may be revised only upon approval of the advisor, and/or research advisory committee, and the graduate program director. Master's degree programs must be completed within six years; the Ed.D. and D.B.A. programs must be completed within seven years; Ph.D. programs must be completed within eight years.

The formal acceptance of a plan of study will then establish the courses, experiences, and research endeavors expected in meeting the degree requirements of the program. Prerequisite deficiencies should be included in the *Plan of Study*, although they may not contribute to the minimum credit requirements for the degree. The curriculum will ordinarily culminate with a general comprehensive examination and/or defense of thesis or dissertation. Graduate students pursue a plan of study under either Plan A, which requires a thesis, or Plan B, which does not.

Ordinarily a plan of study will include from 30 to 36 semester hours of graduate course work (including supervised research and research tools) for a Master's degree and 90 semester hours (beyond the bachelor's degree) of course work, independent study, and research for a Doctor's degree. In addition, all doctoral programs and Plan A Master's programs require a dissertation or thesis that represents a significant contribution to the literature of the field. No graduate degree is awarded on the basis of course work alone, but is awarded on the basis of demonstrated proficiency in the field. Specific requirements and opportunities for studies are detailed under the program descriptions.

Policy Statement on Readings and Independent Study Courses

Readings and independent study courses represent an important method for instruction of graduate students who wish to pursue special interests in their degree programs. Ordinarily, not more than two such courses (6 semester hours) should be included in a 30-semester-hour program, since student interaction and student thesis research should occupy the major program commitment. Prior to authorization of Readings and/or Independent Study credit, program directors will require a written summary of what work will be undertaken, identification of the specific resources to be used, the frequency of meetings between the student and his/her instructor, and the method of assigning quality evaluation to the project. A copy of the summary should be given to the student and the original should be maintained in the student's departmental file until final review to certify degree requirements. This policy is intended to assure graduate-level instruction for the students, and to better define the responsibilities of students and their mentors for completion of graduate readings and independent study projects that are assigned degree credit. A copy of each contract will be kept in the student's file.

Thesis Examination or Dissertation Defense

A degree candidate who has or will have satisfactorily completed the minimum credit Plan of Study, the comprehensive examination, and the draft of his or her thesis or dissertation will be permitted to undertake an oral defense of the thesis or dissertation. The thesis or dissertation committee will have conferred with the candidate and had a suitable copy of the manuscript in their hands at least 30 days prior to the oral examination and defense.

The master's degree candidate's committee will be chaired by the student's major advisor and will normally include at least two other faculty members qualified in the student's major discipline.

The doctoral degree candidate's committee shall normally consist of two faculty members qualified in the major discipline, including the major advisor (chair), one to two faculty members qualified in support areas of study, and one expert faculty member from outside the department or visiting professor from the subject of specialization. The subject of the examination shall be the background, methods, results, and conclusions of the student's dissertation and the relationship of these results and conclusions to the major discipline. The dissertation defense will be open to all graduate faculty, although faculty from outside the committee may not participate directly in the examination.

Thesis, Dissertation and Project Studies

Master's candidates register for Thesis course 799 and doctoral students register for Dissertation 899 in any term in which they are engaged in formal research in connection with, or other formal preparation of, the thesis or dissertation. Normally, the master's thesis requirements can be met within two semesters. Master's candidates may, in unusual circumstances and with the permission of the Dean, register for six hours of Thesis 799 in a single semester. Normally, however, the student will register for only one three-hour thesis course in a semester.

Because thesis, dissertation, and project studies often do not fit into a convenient timetable for completion, options for extended deadlines are provided. The student may sign up for multiple semesters of thesis or dissertation courses. Letter grades are expected to reflect the quality of the student's work and the quality or adequacy of their progress toward completion. The advisor or the student will notify the Graduate Dean of the date, time and room for the public defense. When the student has successfully defended his or her thesis/dissertation, the advisor will forward a notice signed by all committee members to the Graduate Dean with an explanation of the outcome of the defense. The final grade for the thesis or dissertation course will be reported by the student's advisor after acceptance of the completed manuscript.

Detailed specifications for preparing the thesis or dissertation and for scheduling the defense may be had from the chair of the department or from the Graduate School. A preliminary copy of the thesis or dissertation should be submitted to the advisor at least two months before the date on which the degree is to be conferred. The thesis or dissertation in its final form must be approved and accepted by the advisor and the advisory committee at least 2 weeks before the degree is conferred. The student must submit an electronic copy of his/her thesis to the Digital Repository on the Health Sciences Library website for permanent storage. The Graduate School will in turn submit the thesis or dissertation to ProQuest on the student's behalf. No student will be permitted to seek publication of thesis or dissertation material without consent of his or her advisor. Violations of this regulation will lead to appropriate disciplinary action by the Dean.

Time to Completion

All work for the master's degrees must be completed within six calendar years from the date of credit for the first graduate course in the program. Doctoral degree course work in the sciences must be completed within eight calendar years from the date of credit for the first graduate course in the program. Doctoral degree course work in the Interdisciplinary Doctor of Education (Ed.D.) program and the Doctor of Business Administration (DBA) program must be completed within seven years from the date of credit of the first graduate course in the program. Post-graduate certificate nursing programs must be completed within four years from the date of enrollment. Prerequisite courses taken at the beginning of a planned program do not count in the time determination. Students may, under extraordinary circumstances, petition the Dean of the Graduate School for an extension. If a program is prolonged, courses taken at the beginning of the period may not be counted toward the required credits for the degree.

Transcripts

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon signed request, or its equivalent, of the student. Transcript request information is available on the Registrar's website (http://www.creighton.edu/registrar/transcriptorders). Copies are not made of transcripts on file from other institutions; any additional copy of these must be requested by the student direct from the original issuing institution.

Transcripts will not be released to a third party while a student is part of an on-going investigation that may lead to suspension, expulsion or dismissal.

Students who are suspended or expelled from Creighton University due to non-academic reasons will have the following notations appear on their permanent academic record, including the official transcripts of the University:

- Disciplinary Suspension
- Disciplinary Expulsion

Students who are in an ongoing investigation may have the following notation appear on their academic record, including the official transcripts of the University:

- Withdrawal Pending Conduct Resolution

Students who are dismissed from Creighton University or from a College/School within Creighton University due to academic reasons, including academic integrity violations, will have the following notations appear on their permanent record, including the official transcripts of the University:

- Academic Dismissal from Creighton University
- Academic Dismissal from (School or College)

Transfer of Credit

A graduate student's degree program needs to be undertaken primarily at the direction of Creighton's faculty. Credit earned with grades "A" or "B" at other accredited graduate institutions may be considered for transfer at the time a student's plan of study is constructed. The acceptance of credit offered for transfer will be determined by the Dean of the Graduate School upon recommendation of the program director.

Ordinarily, no more than six transfer credits will be applicable toward a master's degree, nor will more than thirty transfer credits offered by the recipient of a master's degree from another institution be applicable to doctoral studies at Creighton. Ordinarily, no more than six transfer credits from a master's program or nine transfer credits from a doctoral program will be applicable to doctoral studies in the interdisciplinary Doctor of Education (EdD) program in leadership. No transfer credits are accepted in the Doctorate of Business Administration (DBA) program. Prerequisite

undergraduate courses will be accepted in the plan of study (but not count as degree credit) provided they are taken from fully-accredited undergraduate colleges. Allowance of credit toward a graduate degree for courses taken as a Special Student (non-degree status) in the Graduate School may not exceed nine semester hours, except in the case of hours earned in pre-approved certificate programs.

A maximum of three credits in transfer may be accepted for graduate certificates. For post-graduate certificates in the College of Nursing, no transfer credit will be accepted.

Undergraduate Students in Graduate Courses

Undergraduate students in their Senior year are permitted to take courses for graduate credit, provided that they have fulfilled all requirements for graduate work in a specific field or fields. They remain students in the undergraduate college, but must register for graduate courses through the Dean of the Graduate School. Such work, however, will not be accepted as a part of a graduate program unless approved by the Dean.

Unit of Instruction/Credit Hour Policy

The semester credit hour is the unit of instruction at Creighton University.

One credit hour is constituted by a minimum of one hour of classroom or direct instruction plus a minimum of two hours of out-of-class student work each week for a semester (or its equivalent). Utilizing the Carnegie Unit, “one hour” of instruction or class work equals 50 minutes; a semester is defined as not less than 15 weeks.

An equivalent amount of student work (minimum three hours per week for a semester of combined direct instruction and out-of-class student work) must be represented for a credit hour in other academic activities such as laboratories, internships, practica, studio work and other academic work.

Contact the School or College Dean's Office or the Registrar for Creighton's full Credit Hour Policy.

Interprofessional Education (IPE)

https://healthsciences.creighton.edu/interprofessional-0

Interprofessional education is defined as “when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010).

Collaboration among health care professionals is key to delivering better care to improve the patient experience. The Center for Interprofessional Practice, Education and Research (CIPER) is the catalyst for interprofessional education and practice for Creighton University and CHI Health, our primary academic health partner. CIPER is part of the Nexus Innovations Network supported by the National Center for Interprofessional Practice and Education.

This innovative enterprise ensures students in Creighton’s health sciences programs receive an interprofessional education that prepares them to collaborate and share knowledge with other health care professionals in their future careers.The IPE 001 Interprofessional Education Passport consists of student learning activities focused on meeting the core competencies for interprofessional collaborative practice and each profession’s interprofessional education accreditation requirements.

As a Creighton health sciences student, you **must** complete three IPE 001 Interprofessional Education Passport activities to graduate. **Prior to** enrollment in the IPE 001 Interprofessional Education Passport, you must successfully complete IPE 500 Introduction to Collaborative Care. In order for an activity to be approved as part of the IPE Passport, it must meet certain criteria and be approved by the IPE Curriculum Committee. These criteria are outlined on CIPER's website.

Student Life

When admitting a student, Creighton does so with a sincere concern for the student’s well-being. With this in mind, the services in this section, in addition to those described elsewhere in this Catalog, are designed to assist each student to attain fulfillment in the university environment.

Graduate Student Government

A Graduate Student Government was formed in 2007, and formally recognized by the Creighton Students Union in 2008. The mission of the Graduate Student Government is fostering a graduate school community that integrates the Jesuit ideals of the University with the professional and academic goals of the everyday graduate student. The goals of the Graduate Student Government are to improve the educational experience of graduate students attending Creighton University; create a conduit between graduate students and the greater Creighton University community; and facilitate communication and involvement among graduate students at Creighton University.

Living Accommodations

The annual room and board rates in University residence halls effective August 2019 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)[1]	Double Occupancy	$6260
Swanson Hall (Freshmen and Sophomores)[1]	Suite Double Occupancy	$6600
McGloin Hall (Sophomores)[1]	Suite Double Occupancy	$6900
Kenefick Hall (Sophomores)[2]	Efficiency Double Occupancy	$6920
	One Bedroom Double Occupancy	$7120
Heider Hall (Sophomores)[2]	Efficiency Double Occupancy	$6920
	Small One Bed Double Occupancy	$6920
	Large One Bed Double Occupancy	$7120
	Double Suite Occupancy	$6900
	Two Bedroom Double Suite Occupancy	$7120

Davis Square / Opus Hall - Twelve Month (Juniors and Seniors)	2/3/4 Bedroom Apartment	$750/month
Davis Square / Opus Hall - Nine Month (Freshmen and Sophomores)	2/3/4 Bedroom Apartment	$7020

Board Plans Type	Annual Rate
Standard Meal Plans:	
Dining Hall All Access + $150 Dining Dollars + 5 guest passes per semester	$5014
15 Meals per week + $360 Dining Dollars + 5 guest passes per semester	$5014
12 Meals per week + $460 Dining Dollars + 5 guest passes per semester	$5014
9 Meals per week + $550 Dining Dollars + 5 guest passes per semester	$5014
Flex Plans:	
Flex 100-Any 100 meals + $485 Dining Dollars per semester	$2624
Flex 75- Any 75 meals + $420 Dining Dollars per semester	$2096
Flex 50-Any 50 meals + $350 Dining Dollars per semester	$1570

[1] Students living in Deglman, Gallagher, Kiewit, McGloin and Swanson must have a standard meal plan.

[2] Students living in Heider or Kenefick must have at least a Flex 100 meal plan.

On-Campus Living

The University operates nine residence halls. Deglman, Kiewit, and Gallagher Halls are traditional-style freshman residence halls with common bathroom facilities. Rooms are double occupancy. Space in Swanson Hall is available to freshman students as well. Swanson is a suite-style hall with four freshman or four sophomore students per suite. McGloin Hall is also a suite-style hall with four sophomore students per suite. Kenefick Hall is an apartment-style hall for sophomores with double-occupancy efficiency and one-bedroom apartments. Heider Hall is an apartment-style residence with double and quad-occupancy efficiency, one-bedroom, and two-bedroom apartments open to sophomore undergraduates. Davis Square and Opus Hall, apartment complexes for junior and senior-level students, house students in two, three, or four-bedroom apartments. A small number of sophomore may reside in Davis Square. Residents of Davis Square and Opus Hall sign a 12-month lease. All other students contract for the full academic year, beginning in August and continuing until the end of exams the following May.

The residence hall agreement is for room and board. All freshman and sophomore residents are required to have a meal plan. Residents living in Deglman, Gallagher, Kiewit, Swanson, and McGloin must purchase either the All Access, 15, 12, or 9 meal plan. Sophomore residents of Kenefick Hall, Heider Hall and Davis Square must purchase the All Access, 15, 12, 9 or Flex 100 meal plan option. Exemptions (for example, for religious or medical reasons) to meal plan requirements may be requested electronically to the Director for Housing & Auxiliary Services or their designee, via email at Living@creighton.edu. Generally, the University Dining Services is able to meet most dietary needs. Board plans are also available to off campus and commuting students.

Meals are served in the Brandeis and Harper dining halls located adjacent to the campus residence halls. More information about dining opportunities is available from Sodexo at https://creighton.sodexomyway.com.

Center for Health and Counseling

Health and Counseling (https://studentlife.creighton.edu/wellness/health-and-counseling) services include:

- **Student Health Education and Compliance** office provides health education and wellness resources to students, with the mission of enhancing well-being and academic success. This office also monitors immunization and health insurance compliance in accordance with University policy.
- **Student Counseling Services** provides understanding, acceptance, practical help and treatment for day-to-day challenges and personal growth and development.
- **CHI Health Clinic-Student Care Clinic** provides clinical health care to students. This modern facility is staffed with primary care providers and sub-specialists providing comprehensive care all under one roof.

These services are dedicated to promoting healthy life choices and serving the health and counseling needs of Creighton students.

Student Counseling Services

Student Counseling Services (https://studentlife.creighton.edu/wellness/health-and-counseling/student-counseling-services) provides counseling support to all full-time Creighton students. Counseling services are intended to assist all students in their growth, their adjustment to academic and life challenges, and their development of healthy strategies for living. Our services encourage positive health and wellness practices. The staff is sensitive to the cultural and life-style uniqueness of all students. We work in concert with Student Health Services to provide a holistic, collaborative care setting for students. Student Counseling Services maintains all mental health records for Creighton University students in its Electronic Health Record.

Offers a variety of services to assist with the choices in college life:

- Individual counseling
- Group Therapy
- Consultations
- Psychiatry
- Assessments and Evaluations

Call the Center at 402.280.2735 for an appointment, or drop in. All counseling services are confidential. The Center is accredited by the International Association of Counseling Services. Counseling services are offered at no cost to Creighton students. There is a fee for some psychological assessment services.

Student Health Services

Student Health Services includes:

1. The CHI Health Clinic-Student Care Clinic
2. The Student Health Education and Compliance Office

CHI Health Student Care Clinic

Services are available to all currently enrolled Creighton University students at the clinic, located at **24th and Cuming Streets**, for their medical needs.

Board-certified physicians, nurse practitioners and physician assistants will provide the following services from the CHI Health Clinic-Student Care Clinic:

- Onsite X-rays and CT scans
- Specialty care on-site: endocrinology, cardiology, neurology, women's health
- Additional services: Registered dietitians, diabetes educators, population health coaches, physical and occupational therapists, and pharmacists

It is essential that a current health insurance card, photo ID and a form of payment to each health visit. CHI Health sets its fee schedule for services. Your health insurance plan will determine whether payment is to be collected at the time of visit. If a health insurance plan requires a co-pay, payment must be made before checking in for an appointment.

How to Obtain Student Health Services

Students can schedule an appointment by calling 402.280.2735. Clinic hours are 8:00am to 8:00pm Monday through Thursday and 8:00am to 5:00pm on Fridays. Walk-in and same-day appointments are also available. The clinic will also be open the first and third Saturdays of each month.

Emergency Services

24/7 full-service community emergency department located at the CHI Health clinic at 24th and Cuming Streets. Severe conditions/injuries are transferred to the Level 1 Trauma Center at CHI health Creighton University Medical Center-Bergan Mercy.

Student Health Education and Compliance

The Student Health Education and Compliance Office (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance) provides health education and wellness resources to students, with the mission of enhancing well-being and academic success. You may contact the office at 402.280.2735, located in Markoe Hall.

Services include:

- Management of student, faculty and staff immunization requirements.
- Administration of University-sponsored student health insurance plans and monitoring of insurance requirements.
- On-campus health education and programming, Campus Health Aide supervision, Shoo the Flu vaccinations, WellFest health fair, and more.
- Care coordination with CHI Health and campus partners for students navigating the complex healthcare system.

University Health Insurance Requirements

University Health Insurance Requirement:

Comprehensive Health Insurance is required for **ALL Full-time students**[1] and must include the following:

- National Coverage for inpatient and outpatient **medical** care. (Emergency only coverage does not satisfy this requirement).
- National Coverage for inpatient and outpatient **mental** health care. (Emergency only coverage does not satisfy this requirement).
- Coverage is currently active and maintained for the entire school year, including summers.
- Offers an unlimited lifetime maximum.

[1] Full-time status = Undergraduate: 12 credits/semester; Graduate: 8 credits/semester

Creighton University Student Health Insurance Plan

- New and returning students are auto-enrolled in the University-sponsored Student Health Insurance Plan (https://www.uhcsr.com/creighton).
- If a student already has a comprehensive insurance plan, he/she must waive the coverage through the NEST (https://thenest.creighton.edu/PROD/twbkwbis.P_GenMenu?name=homepage). International students (on an F-1 or J-1 visa) are not eligible to waive the health insurance coverage.
- The on-line waiver process begins each July 1st and continues through the deadline of September 7th. This information is required on an annual basis.
- The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless the waiver process is completed before the deadline.
- When the Health Education and Compliance Office becomes aware of a lapse in the student's insurance coverage, the student will be automatically enrolled in the University-sponsored Student Health Insurance Plan (https://www.uhcsr.com/creighton) and the tuition statement will reflect a charge for the entire premium.

For additional information please contact the Student Health Education and Compliance Office:

Phone: 402.280.2735
Fax: 402.280.1859
Health Insurance Requirements (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance/insurance-requirements)

University Immunization Requirement

All Creighton University students are required to comply with the University's immunization requirements. Students receive approval for course registration upon the completion and verification of their immunization records as coordinated by the Student Health Education and Compliance Office. Failure to meet these requirements will result in denial of class registration privileges. The requirements follow CDC guidelines and are reviewed annually. Immunization requirements

apply to all students. International students, health science students and residential students (living in campus housing) have specific requirements. The Student Health Education and Compliance Office is the official record keeper for Creighton University regarding student immunizations and University immunization requirements. Please consult the Student Immunization Requirements website (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance/immunization-requirements) for additional details.

Residential Students:Students must have immunization requirements completed and immunization records verified by Student Health Education and Compliance prior to registering for classes and prior to receiving a housing assignment. Students who are in process of completing immunization requirements (i.e., have started a series for the first time) may be granted class registration and/or housing assignment privileges at the discretion of Student Health Services.

Immunization Exemptions: Exemptions to the University immunization requirements are considered for students who have a documented medical contraindication to receiving immunizations. Religious exemptions are not accepted. Students may request an exemption form from Student Health Services. Completed exemption forms are reviewed by the Student Health Services Medical Director. Students are provided written notification of the acceptance or denial of the immunizations exemption request.

ALL STUDENTS attending classes on campus:

Measles, Mumps, & Rubella (MMR)

- 2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students born in 1957 or later OR
- Positive titers showing immunity for Measles, Mumps and Rubella.
- History of disease does NOT meet the requirement

RESIDENTIAL STUDENTS (living on campus):

- **Measles, Mumps, & Rubella (MMR)** (*See Above under ALL STUDENTS*)
- **Meningitis Vaccine** - 1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under
- **Tdap Vaccine -** 1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis)
- **Varicella (Chicken Pox)** Two (2) doses of Varicella vaccine OR Verification of chickenpox disease

INTERNATIONAL STUDENTS:

Must meet requirements for ALL STUDENTS (see above).
If living on campus, must also meet requirements for ALL STUDENTS LIVING ON CAMPUS.

Tuberculosis Screening
QuantiFERON or T-SPOT (IGRA testing) within the previous 12 months; Chest x-ray completed within the previous 12 months for students with a history of a positive PPD skin test or IGRA blood test (QuantiFERON Gold or T-Spot) who have not completed tuberculosis treatment

ALL Health Science Students (Dentistry, EMS, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant):

Measles, Mumps, & Rubella (MMR)
2 doses MMR vaccine given after the 1st birthday and at least 30 days apart **OR**
Positive blood tests showing immunity for Measles, Mumps and Rubella; History of illness does NOT meet the requirement

Tetanus-Diphtheria-Pertussis (Tdap) Vaccine
One (1) does of adult Tdap; If last Tdap is more than 10 years old, provide date of last Td and Tdap

Hepatitis B
3 dose series AND a positive blood test showing immunity (Hepatitis B surface antibody test). A positive blood test alone meets the requirement. If lab titer is negative, additional doses of vaccine and repeat titer will be necessary.

Varicella (Chicken Pox)
Two (2) doses Varicella vaccine **OR** positive blood test showing immunity; History of illness does NOT meet requirement for Health Science Students

Tuberculosis Screening

- Initial two (2)-step screening - 2 separate PPD skin tests given and read at least 1 week apart OR 2 tests in a 12 month period.
- Annual PPD screening after two-step requirement is met
- QuantiFERON or T-SPOT is also acceptable
- Students with a positive skin test and subsequent positive IGRA testing: Chest x-ray done in the past 12 months
- Annual Provider Review

Annual Influenza Vaccine
Due before December 1st each year.

Meningitis Vaccine (IF LIVING ON CAMPUS)
1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Additional vaccine information can be found at www.cdc.gov/vaccines/hcp/vis (https://www.cdc.gov/vaccines/hcp/vis)

Military and Veterans Affairs

As an approved institution for federal education benefits from the U.S. Department of Veterans Affairs (VA), Creighton University welcomes active duty service members, veterans and their dependents. Creighton's Office of Military and Veterans Affairs provides services and support to our Veterans, Service members, Dependents and Spouses (VSDS) while promoting a culture of success, well-being and trust. In addition to student support and advocacy, we serve the University community by providing expertise in military affairs relative to ongoing and future educational, research and outreach efforts. The office serves as the primary conduit to military institutional and community partners, as well as maintaining memberships in military professional organizations and associations. We also offer resources and support to faculty and staff to equip them with beneficial knowledge and valuable tools to better serve our VSDS students.

The Office of Military and Veterans Affairs assists students with the use of their veterans educational benefits by acting as their liaison with the VA and certifying their enrollment each term and/or semester to ensure proper receipt of their applicable benefits. Currently we have students in all nine of our schools and colleges using the following benefit chapters:

- Chapter 30 – Montgomery GI Bill® – Active Duty (MGIB-AD)
- Chapter 31 – Vocational Rehabilitation & Employment Program (VR&E)
- Chapter 32 – Veterans Educational Assistance Program (VEAP)

- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)
- Chapter 35 – Survivors & Dependents (DEA)
- Chapter 1606 – Montgomery GI Bill® – Selected Reserve (MGIB-SR)

Creighton University is very proud of our commitment to our VSDS including our participation in the Yellow Ribbon Program. Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon program with the exception of students currently on active duty or spouses of active duty service members. Per VA guidelines, they are not eligible for the program. The Yellow Ribbon program is a financial supplement to Chapter 33 that helps students using the benefit bridge the financial gap between the Chapter 33 benefit and the actual cost of tuition and fees. For the 2019-2020 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to $20,000 additional tuition dollars per academic year ($10,000 from Creighton with a $10,000 match from the VA)
- Graduate School up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA)
- School of Law up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of twelve awards each academic year.
- School of Pharmacy and Health Professions up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of twelve awards each academic year.

The exact amount of Yellow Ribbon dollars received is based on the student's tuition and fees balance after Chapter 33 benefits and institutional aid are applied. Yellow Ribbon awards may reduce, or be reduced by, other institutional aid awarded. The university reviews its Yellow Ribbon commitment annually.

The Office of Military and Veterans Affairs is located in the Hixson-Lied Science Building, Room G-06. Our contact information is (402) 280-4063 or veterans@creighton.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Graduate Programs and Courses

The Graduate School offers master's and doctoral degrees, as well as graduate and post-graduate certificates. Courses are also available for persons not seeking a certificate or degree, but desire knowledge for personal or professional enhancement.

Master of Arts (M.A.)

Christian Spirituality (p. 76)
English (p. 97)
Ministry (p. 122)

Master of Science (M.S.)

Analytics (p. 75)
Bioethics (p. 51)
Biomedical Sciences (p. 52)
Business Intelligence and Analytics (p. 70)
Educational Leadership (p. 82)
Educational Specialist Areas (p. 92)
Emergency Medical Services (p. 94)
Government Organization & Leadership (p. 102)
Health and Wellness Coaching (p. 105)
Medical Microbiology and Immunology (p. 118)
Medical Physics (p. 171)
Medical Sciences (p. 120)
Negotiation and Conflict Resolution (p. 124)
Oral Biology (p. 155)
Organizational Leadership (p. 157)
Pharmaceutical Sciences (p. 161)
Pharmacology (p. 166)
Physics (p. 168)
School Counseling and Preventive Mental Health (p. 180) - *Magis Teacher Corps available*

Master of Accounting (MAC)

Accounting (p. 45)

Master of Business Administration (MBA)

Business Administration (p. 56)

Master of Education (M.Ed.)

Elementary Teaching (p. 82)
Secondary Teaching (p. 82) - *Magis Teacher Corps available*

Master of Finance (M.Fin.)

Finance (p. 101)

Master of Fine Arts (M.F.A.)

Creative Writing (p. 81)

Master of Public Health (M.P.H.)

Public Health (p. 174)

Master of Science in Nursing (M.S.N.)

Clinical Nurse Leader (p. 149)
Clinical Systems Administration (p. 149)

Master of Science in Occupational Therapy (M.S.O.T.)

Occupational Therapy (p. 153)

Master of Science in Rehabilitation (M.S.R.)

Rehabilitation (p. 177)

Master of Investment Management and Financial Analysis (M.I.M.F.A.)

Investments and Financial Analysis (p. 116)

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Doctor of Business Administration (DBA)

Business Administration (p. 54)

Doctor of Philosophy (PhD)

Biomedical Sciences (p. 52)
Medical Microbiology and Immunology (p. 118)
Pharmacology (p. 166)

Doctor of Nursing Practice (DNP)

Nurse Practitioner (p. 142) – *Adult Gerontology Acute Care, Family, Neonatal, Psychiatric Mental Health, Pediatric Dual Track*

Clinical Systems Administration (p. 142)

[1]Doctor of Education (EdD)

Interdisciplinary Leadership (p. 111)

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[1] Program offered in an online format.

Dual Degree Programs

DNP

- MS-/DNP (p. 130)

JD

- **JD/MS-GOAL** (p. 104)
- **JD/MS-NCR** (http://catalog.creighton.edu/law/dual-degree-programs/negotiation-conflict-resolution-jd-ms)
- **JD/MBA** (p. 65)

MA

- **MA (Ministry)/MS-NCR** (p. 124)

MBA

- **MD/MBA** (p. 69)
- **PharmD/MBA** (p. 69)
- **JD/MBA** (p. 65)
- MBA/MFin (p. 64)
- **MBA/MS-BIA** (p. 64)
- **MBA/MIMFA** (p. 66)
- **MBA/MS-NCR** (p. 65)
- **MS-ORGL/MBA** (p. 66)

MD

- **MD/MBA** (p. 69)

MFin

- MFin/MBA (p. 64)

MIMFA

- **MBA/MIMFA** (p. 66)

PharmD

- **PharmD/MBA** (p. 69)
- **PharmD/MS (Pharm Sciences)** (p. 165)

MS (BIA)

- MBA/MS-BIA (p. 64)

MS (GOAL)

- **JD/MS-GOAL** (p. 104)

MS (NCR)

- **MS-NCR/MS-ORGL** (p. 128)
- **MS-NCR/MSN** (p. 129)
- **MS-NCR/DNP** (p. 130)
- **MBA/MS-NCR** (p. 65)
- **JD/MS-NCR** (http://catalog.creighton.edu/law/dual-degree-programs/negotiation-conflict-resolution-jd-ms)
- MS-NCR/MA (Ministry) (p. 124)

MS (ORGL)

- MS-NCR/MS-ORGL (p. 128)
- MBA/MS-ORGL (p. 66)

MS (Pharm Sciences)

- PharmD/MS (Pharm Sciences) (p. 165)

MSN

- MS-NCR/MSN (p. 129)

The Graduate School offers graduate certificates in the following areas:

Bioethics (p. 51)
Business Analytics (p. 75)
Catholic School Leadership (p. 93)
Clinical Ethics Consultation (p. 52)
Creative Writing (p. 82)
Early Childhood Education (p. 93)
Enterprise Risk Management (p. 67)
Financial Psychology & Behavioral Finance (p. 67)
Healthcare Management (p. 110)
Health Care Collaboration and Conflict Management (p. 133)
Ignatian Tradition (p. 80)
Leadership and Well-Being (p. 108)
Organizational Leadership (p. 159)
Lifestyle Medicine (p. 108)
Negotiation and Conflict Resolution (p. 125)
Personal Financial Planning (p. 67)
Project Management (p. 68)
Spiritual Direction and Directed Retreats (p. 80)

The following Post-Graduate certificates are offered:

Pediatric Acute Care Nurse Practitioner (p. 152)
Family Nurse Practitioner (p. 151)
Neonatal Nurse Practitioner (p. 152)
Adult-Gerontology Acute Care Nurse Practitioner (p. 151)
Psychiatric Mental Health Nurse Practitioner (p. 152)
Nursing Education (p. 152)

Degree Requirements

The requirements for graduation depend upon the particular program of study undertaken. Specific program and departmental requirements are listed in the specific program's section. The following requirements apply to all programs:

1. The candidate for an advanced degree must earn at least a 3.00 (B) average in all graduate work taken at this University and have accumulated a minimum residence requirement of 24 credits if in a Master's program with the thesis option (Plan A), 27 credits if in a Master's program which does not require a thesis (Plan B), or 60 credit hours beyond the master's degree if in a Ph.D. program.
2. Master's degree programs with the thesis option must contain a minimum of 30 credits, and non-thesis programs, a minimum of 33 to 36 credits; Ph.D. programs must contain a minimum of 90 credits beyond the Bachelor's level.
3. No graduate-level course (600-899 series) with a grade lower than "C" may be applied toward the fulfillment of degree requirements. Courses taken from the advanced undergraduate series (500-level) may be applied toward degree requirements provided they are passed with a grade of "B" or higher, and provided they do not exceed one-half the course credits required in the entire program for a master's

degree. In Ph.D. programs, approved 500-level courses may be included within the first 30 hours; thereafter all courses must be exclusively graduate level.

4. A thesis or project (790 series) must be completed in partial requirement for a master's degree with no fewer than three or more than six credits allowed toward fulfillment of master's degree research requirements. Doctoral dissertation credits may accumulate to 20 hours in the Ph.D. program, and the total research credit permitted in Ph.D. credit requirements may not exceed 45 semester hours.
5. A thesis, dissertation, project or a final comprehensive examination must be satisfactorily completed to qualify for graduation. Failure of the comprehensive examination or the thesis/ dissertation requirement of a program is failure of both options. The comprehensive examination may be repeated once after a minimum one-semester study period.
6. All requirements for master's degrees must be completed within six years of the date when the program was initiated (i.e., when the first credit applying to the degree was earned). Ph.D. programs must be completed within eight years. The Ed.D. program must be completed within seven years. The D.B.A. program must be completed within seven years.
7. A graduate student who expects to receive a degree within a particular academic term must have been advanced to candidacy, applied for the degree, and fulfilled all degree requirements during that term. Consult the calendar of deadlines. The student must ordinarily be enrolled during the term in which the degree is expected.
8. Proficiency of a student in any and all parts of the curriculum is properly ascertained by the graduate faculty. A favorable vote of the faculty is required for a student to receive an advanced degree.

Accelerated Master's Programs

- The following programs allow students to complete their Bachelor's degree coursework while also taking courses in a Master's program in order to complete their Bachelor's and Master's Degrees.

Master of Accounting (MAC)

- BSBA-Accounting/MAC (p. 48)

M.S., Health and Wellness Coaching (HWC)

- BA, Healthy Lifestyle Management / MS, HWC (p. 109)
- BA, Communication Studies / MS, HWC (p. 109)
- BSBA, Marketing / MS, HWC (p. 110)

M.S., Negotiation and Conflict Resolution (NCR)

- BA, Communication Studies / MS, NCR (p. 130)
- BA, Healthy Lifestyle Management / MS, NCR (p. 131)
- BS, Leadership / MS, NCR (p. 131)
- BSBA, Marketing / MS, NCR (p. 132)
- BSBA, Management / MS, NCR (p. 132)

M.S., Organizational Leadership (ORGL)

- BA, Communication Studies / MS, ORGL (p. 160)
- BA, Healthy Lifestyle Management / MS, ORGL (p. 160)
- BS, Leadership / MS, ORGL (p. 161)
- BSBA, Management / MS, ORGL (p. 161)

Master of Public Health (MPH)

- BS, Health Administration and Policy / MPH, Healthcare Management Concentration (p. 176)
- BS, Leadership / MPH (p. 176)
- BA, Healthy Lifestyle Management / MPH (p. 177)

Master of Business Administration (MBA)

- BS, Leadership / MBA (p. 70)

M.S., Emergency Medical Services (EMS)

- BSEMS / MS, EMS (p. 97)

M.A., English

- BA, English / MA English (p. 100)

M.S., Medical Physics (MPHY)

- BS, Biomedical Physics / MS, MPHY (p. 174)

Master of Public Health (MPH)

- BA, Healthy Lifestyle Management / MPH

Accounting

Program Director: Dr. Maggie Knight

Program Chair: Dr. Tom Purcell

Program Office: Harper Center

The Master of Accounting (MAC) program is a non-thesis graduate accounting program designed for students seeking a more integrative intensive accounting education than is found in an MBA program with a concentration in accounting. The Creighton MAC designs an individualized program of study to assist students in enhancing their undergraduate education. The program will be designed in a manner that fulfills the education goals of the student, as well as meeting the requirements to sit for the CPA exam in any U.S. state or jurisdiction in which the student seeks CPA certification. In addition to completing the required course work, students will also engage in two required co-curricular activities. All MAC, 500-level Accounting and MBA Accounting courses are only offered on campus.

The MAC program is administered by the Department of Accounting in the Heider College of Business. The College has been accredited by the AACSB International since 1956. The Accounting program has been accredited by the Accounting Accreditation Committee of the AACSB since it began accrediting accounting programs in 1982. The MAC program will be delivered with the same academic quality as the other graduate programs offered by the Heider College of Business.

The Creighton MAC has two tracks – the traditional graduate track for students entering the program after completion of a baccalaureate degree, and the accelerated track for Heider College of Business students who complete all requirements for both the BSBA in accounting and the MAC in a continuous 4-year period.

Program Goals

1. Professional Values and Attitudes: Graduates of the MAC Program should possess an understanding of the accounting profession, what

it stands for, what it means to become an accounting professional and participate in and contribute toward the advancement of the ideals of the accounting profession.

2. Professional Accounting Examination Curriculum Preparation: Students of the MAC Program who are interested in earning the CPA or some other professional accounting designation (such as CIA, CMA, or CISA) designation will have designed a MAC Program which, upon completion, will satisfy the academic content areas and other requirements, as stipulated by the student's desired jurisdiction or other governing body, to sit for the CPA or other professional examination and be successful in passing that examination.
3. Graduates of the MAC Program will possess an understanding of how their personal and professional activities can enrich and renew the accounting profession and society.
4. Graduates of the MAC Program will possess the ability to apply their professional accounting knowledge in combination with leadership skills, effective communication skills, ethical awareness, and strategic thinking so they can become leaders in the organizations in which they work and in the communities in which they live.

Admission

1. **Eligibility for Admission:** Applicants for admission to the traditional MAC program must have a baccalaureate degree in accounting from an accredited institution of or an undergraduate degree in business from an accredited institution and the equivalent of Intermediate Accounting 1 ACC 313 External Financial Reporting Issues, ACC 315 Managerial Accounting for Decision Making, Principles of Taxation ACC 343 Federal Tax Accounting I, ACC 323 Auditing and ACC 377 Accounting Information Systems.
   For Creighton Students in the Accelerated MAC program, the requirement to have a completed bachelor's degree will be waived in lieu of exhibited success in the undergraduate program. This success will be evidenced by the fact the student has maintained an overall GPA of at least 3.25 and a GPA in upper level accounting courses of at least 3.0. The program director may allow for conditional admission if these grade levels are not met.
2. **Application:** A completed application form, personal essay discussing how a master's degree fits with an applicant's career objectives upon completion of the program, current resume, and a non-refundable application fee are required.
3. **Recommendations:** Two recommendations are required. The recommendations should be completed by persons other than family members who are capable of assessing an applicant's performance in an academic or work setting.
4. **Transcripts:** One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Enrollment Services, Harper Center, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.
5. **Graduate Management Admissions Test (GMAT):** The Graduate Management Admission Test (GMAT) is not required for applicants who have work experience and a minimum 3.00 cumulative GPA across all institutions attended. If the applicant's cumulative GPA is less than 3.00, the GMAT is required. For applicants without work experience, and for all applicants to the MIMFA and MFIN programs, a minimum 3.50 cumulative GPA is required for the GMAT waiver.
   All international students whose undergraduate degree was not granted by a US institution will be required to submit a GMAT score.
   Regardless of the applicant's cumulative GPA, the admissions committee reserves the right to require an applicant to submit a GMAT score if there are concerns regarding the applicant's work experience and/or the student's achievement across all math, statistics, economics and finance courses previously completed.
6. **Additional Documents for International Students**:
   a. **Test of English as a Foreign Language:** The Graduate School requires all students who are native speakers of languages other than English to demonstrate competence in English. International applicants who received their baccalaureate degree from an accredited institution from the following countries are not required to show proficiency in English; Australia, Canada, Barbados, Bahamas, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guam, Ireland, Jamaica, Marshall Islands, New Zealand, St. Kitts, St. Lucia, Scotland, Singapore, Trinidad and Tobago, United Kingdom, United States, and Virgin Islands. There are 3 test scores that can be used to demonstrate competence in English. Only one of the three must be provided. **1) TOEFL:** score of 90 or above on the Internet-based Test (TOEFL iBT) with no section below 20. 2) **IELTS:** overall band score of at least 6.5 with no section below 6. 3) **Duolingo:** score of 62 or above.
   b. International Credential Evaluation for CPA Examination and/or Licensure: International students must request an "International Credential Evaluation for CPA Examination and/or Licensure" from the National Association of State Boards of Accountancy. Students may apply for the evaluation by visiting: nasba.org/international (https://nasba.org/international).
7. **Financial Ability:** All international applicants must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs if an applicant is admitted to the program.

Acceptance to the MAC program is granted to applicants who clearly demonstrate that they have high promise of succeeding in graduate business study. Interviews are not required as part of the admission process.

Degree in Master of Accounting

- Master of Accounting (p. 47)

Accelerated Master's Program

- BSBA-Accounting / MAC (p. 48)

ACC 516 Advanced Cost Accounting: The course covers advanced managerial accounting topics, such as process costing, management control systems, activity-based costing and activity-based management, joint cost allocation, balanced scorecard performance measures. The course deals with the need to adapt traditional management accounting methods as changes take place in the new business environment. The sources of change include the continued movement away from manufacturing and into the service industry, the globalization of business, information technology, and the need for more nonfinancial measures of evaluation. P. ACC 315 and senior standing. May be taken for graduate credit upon completion of department approved graduate level work products.

ACC 521 Advanced Accounting This course involves the study and application of financial reporting concepts to specialized accounting problems and cases. Coverage includes accounting for nonprofit entities,

accounting for income taxes, reporting of business combinations, preparation of consolidated financial statements, and accounting changes. P. ACC 319 and senior standing, or approval of department chair. May be taken for graduate credit upon completion of department approved graduate level work product.

ACC 523 Advanced Auditing: This course integrates prior accounting and other educational experiences with advanced application of auditing concepts and standards. P. ACC 323 and senior standing. May be taken for graduate credit upon completion of department approved graduate level work product.

ACC 544 Advanced Taxation: An advanced consideration of federal taxation concepts relating to corporations, partnerships, estates and trusts, as well as consideration of wealth transfer taxes. Emphasis is on recognition of fact patterns producing taxable events and on planning to minimize taxes. May be taken for graduate credit upon completion of department approved graduate level work product. P. ACC 343.

ACC 579 Seminar in Accounting: Exploration and analysis of selected problems and issues in the accounting area of today's environment. Course content changes from semester to semester. This course is repeatable as long as topic differs (12 credits). P. ACC 201, 202; Sr. stdg.

MAC 756 Research and Analysis of Ethical Issues in the Accounting Profession: Study of the ethical and societal foundations of the accounting profession, with special emphasis on examples of recent professional and corporate wrongdoing. Study of common ethical issues that arise in various sectors of the accounting profession. Research and application of the AICPA Code of Professional Conduct and other relevant ethical codes to specific ethical dilemmas. Prerequisite: Admission to the MAC Program or permission of the MAC director.

MAC 761 Current Issues in Accounting: A capstone course that explores the current issues facing the accounting profession in its various sectors - public, private, governmental and nonprofit. Combines student study of issues with case analyses. Presentations by senior representatives of the accounting profession might be an integral part of the course. P. MAC 756.

MAC 766 Graduate Internship: This course is intended to provide graduate-level credit for significant program-related practical experience. The student's internship employment must be arranged must be arranged before registration for the course will be allowed. The course is graded Satisfactory/Unsatisfactory. A maximum of 3 hours of internship credit may be used to satisfy graduation requirements for the MAC or another graduate business program. P. IC and approval of the MAC Program Director.

MAC 795 Independent Study & Research: Advanced study and research in accounting subjects not ordinarily covered by regularly scheduled courses. P. Approval of the Masters of Accounting Coordinator and the Accounting Department Chair.

Master of Accounting

Master of Accounting requirements (MAC): 30 Credits

Code	Title	Credits
Required Accounting Core		
ACC 516	Advanced Cost Accounting [1]	3
ACC 521	Advanced Accounting [1]	3
ACC 523	Advanced Auditing [1]	3
ACC 544	Advanced Taxation [1]	3
MAC 756	Research and Analysis of Ethical Issues in the Accounting Profession	3
MAC 761	Current Issues in Accounting (Current Issues in the Accounting Profession)	3
Electives		
12 Credits of Electives selected from the following list (No more than 3 credits should be from Accounting Discipline Electives)		12
Non-Accounting Electives		
MBA 715	Investment Value and Theory	
MBA 742	Seminar in Applied Managerial Economics	
MBA 759	Seminar in Applied Economics	
MBA 761	Marketing Management	
MBA 770	International Business Operations	
BIA 736	Managing Information Resources	
BIA 770	Cybersecurity	
BIA 787	Business Process Management	
MIM 722	Fixed Income and Derivatives I	
MIM 732	Economics of Investment Management	
MIM 734	Equity Analysis	
MIM 738	Advanced Financial Analysis	
Accounting Discipline Electives		
MAC 766	Graduate Internship	
MAC 795	Independent Study & Research	
MBA 717	Accounting Seminar: Special Managerial and Financial Accounting Issues	
MIM 730	Financial Statement Analysis I	
Other courses may be approved by the MAC Program Coordinator in consultation with the MAC student and the Department Chair of Accounting.		
MBA 779	Seminar in Management	
MBA 795	Independent Study And Research	
Total Credits		30

[1] A grade of "B" or better is needed in order to count the 500-level courses for graduate credit toward the MAC degree.
Each 500-level course taken for graduate credit requires *significant* additional graduate-level work (papers, case presentations, planning projects, etc.) that is *not* required of undergraduate students in the course.

An *individualized* program of study will be developed and approved by the Master of Accounting Program Coordinator in consultation with the student. The program will be designed in a manner that fulfills the educational goals of the student. This plan of study can be created so that the applicant meets the requirements to sit for the CPA exam in any state having the 150-hour requirement. Depending on the student's academic background and the academic coverage requirements of the state in which the students plans to sit for the CPA exam, it is possible that the student will have to complete more than the 30 hours required for the MAC degree to qualify for the CPA exam in the state desired. A plan of study can also be created for students interested in some other professional accounting designation (such as CIA, CMA, or CISA).

Each student will, in addition to completing the required course work, also engage in two required co-curricular activities while in the program. The

two broad areas of co-curricular activities are professional and service participation.

As part of the MAC program, a student must include an activity that involved the active participation in a student or community business organization or activity (e.g., the Creighton Beta Alpha Psi chapter, the Creighton leadership program, the Omaha Chapter of the Institute of Internal Auditors). Part of this requirement includes a written reflective piece that will be submitted to the MAC Program Coordinator.

The second co-curricular requirement is that each MAC student must complete at least one service project (such as a CCSJ-sponsored service trip, participation in VITA, a service learning component in a course, etc.) that contains a significant reflective component.

A student's approved written plan of study will include the required classes in that student's individualized program and the two co-curricular activities that the student intends to complete. Students may not earn the MAC if they have not completed the required classes in their written plan of study and the two co-curricular activities. Any proposed changes to a student's approved plan of study must be made in writing and be approved by the MAC Program Coordinator in consultation with the student and the Department Chair of Accounting.

BSBA-ACC/MAC Accelerated program

Accelerated Master's Program

BSBA-Accounting / Master of Accounting Accelerated program

The BSBA to Master of Accountancy (MAC) Accelerated program is designed to allow highly motivated students to complete both the undergraduate degree in accounting and the master of accountancy degree in four years. Many students matriculate to Creighton with advanced placement and dual credit courses, ranging in total from 10 - 50 hours of credit. These students have greater flexibility in their course schedules, and accordingly have availability to complete master's-level courses during their fourth year at Creighton. The Accelerated MAC program allows students to meet the mandated educational requirements to sit for the CPA exam while earning a graduate degree. The curriculum in the Accelerated MAC program will mirror the curriculum in Creighton's existing (traditional) MAC program.

Students in the BSBA to MAC Accelerated program will enroll in 30 graduate credit hours, generally during their final two semesters as a BSBA undergraduate within the MAC program. (For illustrative purposes, the table below provides an example of the timing of these courses.)

Senior		
Fall		**Credits**
ACC 516	Advanced Cost Accounting	3
ACC 544	Advanced Taxation	3
MAC 756	Research and Analysis of Ethical Issues in the Accounting Profession	3
Six credits of Graduate Electives		6
	Term Credits	15
Spring		
ACC 521	Advanced Accounting	3
ACC 523	Advanced Auditing	3
MAC 761	Current Issues in Accounting	3
Six credits of Graduate Electives		6
	Term Credits	15
	Total Credits:	30

Please note that students are responsible for identifying interest in this program sometime in their first or second year at Creighton to allow for proper academic advising and curriculum planning/advising.

Admissions criteria are as follows:

For students in the Accelerated MAC program, the traditional MAC admission requirements are modified as follows:

1. Eligibility for Admission: For Creighton Students in the Accelerated MAC program, the requirement of the traditional MAC program to have a completed bachelor's degree will be waived in lieu of exhibited success in the undergraduate program. This success will be evidenced by the fact the student has maintained an overall GPA of at least 3.25 and a GPA in upper level accounting courses of at least 3.0. The program director may allow for conditional admission if these grade levels are not met. The student should have completed the following prior to the start of the fall semester of their fourth academic year for formal admission to the accelerated program:
   - All non-accounting major requirements for the BSBA degree;
   - All required courses for the undergraduate accounting major except for the accounting elective course.
2. Application: A completed application form, personal essay discussing how a master's degree fits with an applicant's career objectives upon completion of the program, current resume, and a non-refundable application fee are required.
3. Recommendations: Two recommendations are required. The recommendations should be completed by persons other than family members who are capable of assessing an applicant's performance in an academic or work setting.
   a. For Creighton Students in the Accelerated MAC program, at least one of the required letters of recommendation must be from a faculty member in the Heider College who taught the applicant in a Heider College business course.
4. Transcripts: One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Enrollment Services, Harper Center, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.
5. Graduate Management Admissions Test (GMAT): For Creighton Students in the Accelerated MAC program, the GMAT will be waived.
6. Financial Ability: All international applicants must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs if an applicant is admitted to the program.

Acceptance to the MAC program is granted to applicants who clearly demonstrate that they have high promise of succeeding in graduate business study. Interviews are not required as part of the admission process.

BIOETHICS

Program Director: Sarah Lux, PhD

Program Office: Department of Interdisciplinary Studies

Department of Bioethics (formerly Health Care Ethics) (https://online.creighton.edu/program/health-care-ethics-ms)

Graduate Study in Bioethics

The M.S. in Bioethics degree program is designed for students who are seeking a deeper understanding of the impact of relevant cultural, philosophical, political, and legal issues in health care practices and policies, especially regarding their impact on vulnerable populations. Pursuant to promoting the Jesuit value of concern for people who are poor and marginalized, students will be encouraged to critically reflect on their own attitudes, actions, and personal development during the program. Faculty will draw strongly upon a variety of disciplines to form and educate agents of change through intellectual and humanistic engagement with the enterprises of health care.

Program Goals

Students who complete the M.S. in Bioethics degree will be able to:

1. Identify and deconstruct ethical ethical problems in health care, systems, policies and laws.
2. Apply ethical principles, norms, and theories in ethically complex situations to facilitate open and informed discussion among multiple stakeholders.
3. Analyze general concerns of bioethics surrounding health care of populations made vulnerable or marginalized.
4. Synthesize and communicate findings from research and critical reflection on a selected topic of ethical concern.
5. Critically reflect on personal and professional attitudes, actions, and experiences to improve communication and interaction with diverse populations.
6. Incorporate diverse perspectives from the humanities and liberal arts into ethical reflection about health care structures.

Admission Requirements

To be considered for admission to the Master of Science (M.S.) program in Bioethics, applicants must have a baccalaureate or higher degree. Applicants who do not hold a post-baccalaureate degree must have an undergraduate GPA of at least 3.0 in the last 60 credits of undergraduate study. Those who do not meet the minimum undergraduate GPA requirement may request to take up to two courses in the Creighton University M.S. in Bioethics program as a non-degree-seeking, “Special Student.” If they receive a “B” or higher in those two courses, prospective students may apply for full admission into the program, and the minimum undergraduate GPA requirement will be waived.

Applicants must submit the following documents:

Application: Applicants must submit a completed application form and non-refundable application fee.

- Curriculum vitae: Applicants should include relevant education and any employment history, certifications and licensures, teaching and research experience, publications, presentations, awards, honors, affiliations, professional associations, experience and background in health care ethics.
- Essay: Using 500 words or less per question, applicants should respond to the following:
- List three “big” questions in contemporary health care ethics and choose one of the questions to answer or write a commentary on why you believe this particular issue is so important. Present your own ideas, using as much as possible your own words. If you include content from others, you should properly identify each source with a complete reference.
- Explain how successful completion of this program will assist you in achieving your professional goals.
- Recommendation forms: Applicants are required to provide three recommendation forms. The recommendations should be completed and submitted by persons other than family members who are capable of assessing their performance in an academic or work setting.
- Transcripts: Applicants must submit official transcripts from all colleges and universities they previously attended. Issuing institutions must send the transcripts directly to Creighton University Graduate School.
- Graduate Record Examination (GRE): All applicants who do not hold a post-baccalaureate degree must submit an official score report on the Graduate Record Examination or show evidence of success in graduate-level course work through successful completion of at least two graduate-level courses. While the GRE is generally the preferred exam for admission to the program, scores from other post-baccalaureate entrance exams will be accepted, including the MCAT, GMAT, LSAT and MAT.
- Test of English as a Foreign Language (TOEFL): All international applicants from countries in which English is not the primary language must demonstrate proficiency in the English language by submitting a minimum TOEFL score of 80 iBT (213 CBT/550 PBT). International applicants who received their baccalaureate or higher degree from an accredited institution in the U.S., United Kingdom, Ireland, Canada, Australia, New Zealand, or Africa (English-speaking only) are not required to submit a TOEFL score report.

Degrees in Bioethics

- Bioethics, M.S. (p. 51)

Graduate Certificates in Bioethics

- Bioethics (p. 51)
- Clinical Ethics Consultation (p. 52)

Courses

MHE 600. Scholarly Reading and Writing. 3 credits.
The course will build on and improve existing writing skills. Students and faculty are all members or a larger writing community in which everyone contributes to an on-going dialogue. The course assumes one's writing can always improve. The specific aims of the course are: 1) to produce clear and precise writing and 2) to accurately credit and incorporate the others' scholarly work. The course includes recognizing, attributing and summarizing existing scholarship. The course also stresses responses to existing work, distinguishing response types, anticipating arguments or objections, and tying it all together. Concrete templates and rhetorical moves are employed to enhance reasoning and organizational abilities. Students incorporate detailed instructor feedback in multiple writing assignments. The course assumes understanding of the rules of English grammar, spelling, syntax, and punctuation.

MHE 601. Health Policy. 3 credits.
MHE 601 explores health policy and its development, emphasizing social justice and human rights. Students consider institutional, local, regional, national, and international approaches to public health, health systems, and priorities for research and development. American health systems - operations, processes, successes, and failures - are extensively analyzed. Students consider processes for and challenges in making health policy at institutional, state, and federal levels. Past and current attempts at health systems reform are reviewed, stressing 2010 U.S. healthcare reform.

MHE 602. Research Ethics. 3 credits.
This course will enhance students' understanding of core ethical issues in biomedical research and improve their ability to analyze, explain, and justify relevant cases, arguments, positions, and policies. The focus is biomedical research involving human participants. A stress is investigation involving populations and communities with vulnerability. Study of historically pivotal cases leads to review of ethical, policy, and programmatic responses. Students also study ethical factors in community-based research, informed consent, multinational research, genomics, and neuroscience. Discussions develop collective inquiry related to core topics. Individual papers also develop students' knowledge and aim to enhance their analytical and compositional skills.

MHE 603. Law and Health Care Ethics. 3 credits.
This course explores the crucial connection between health law and health care ethics. The course focuses on major ethical themes that have emerged in the law and highlights specific interconnections of doctrines that have come out of landmark cases. The course will also examine the significant and fundamental differences between health care ethics and health law.

MHE 604. Social and Cultural Contexts of Health Care. 3 credits.
This class introduces the student to the various contexts of personal and social experience that construct and interpret bioethics. Participants consider identity and autonomy as embedded in social matrices ranging from the body itself to global configurations. Various power dynamics of class, legitimacy, and ideology are considered. Participants analyze the culture of the biomedical project and the challenge of finding one's voice within it.

MHE 605. Philosophical Bioethics. 3 credits.
This course reviews the nature of ethical reasoning, including various epistemological challenges to moral judgment. Second, major theories of ethics will be introduced, including virtue ethics, deontology, utilitarianism, casuistry and principlism. Third, signature texts by protagonists of these historical theories will be compared and contrasted with contemporary critics, with specific reference to issues of vulnerability. P. MHE 601 or MHE 602.

MHE 606. Theories of Justice. 3 credits.
This course builds on Philosophical Bioethics (MHE 605) and Health Policy (MHE 601) by advancing students' knowledge of ethical reasoning and by familiarizing students with theories of justice, in particular. This course will introduce students to theoretical and practical complexities, ambiguities, and persistent questions at the intersections of clinical ethics, social policy, and health justice. P. MHE 601 and MHE 605.

MHE 607. Practical Ethics in Health Care Settings. 3 credits.
The practical application of ethics to clinical situations is much more than following standards of practice. This course will provide the opportunity to apply foundational concepts of ethics to a variety of health care settings. Additionally, the use of deliberative methods to think through and discuss the unique features presented by different health care settings and professional conduct will be an integral component of the course. The typical charges of institutional ethics committees will be examined: consultation, education, and policy review/development. P. MHE 601, 602 603 or 604.

MHE 608. Practicum. 3 credits.
This course requires synthesis of content from all previous foundational course work. Students will analyze vulnerability and corresponding ethical issues as they pertain to a particular group, population, policy, or structure. Students will develop a practical plan for responding to the ethical issue or problem that has been identified in a collaborative and constructive manner with key individuals at the practicum site. Students will integrate appropriate course content and other relevant support material into the plan. P. MHE 600, MHE 601, MHE 602, MHE 603, MHE 604, MHE 605, MHE 606, MHE 607, or permission of instructor.

MHE 609. Capstone. 3 credits.
In this final required course of the degree program, students are expected to integrate insights gained and competencies acquired. Applying scholarly methods of bioethical inquiry and composition, students will develop a scholarly product on a theme related to their Practicum course experience. P. MHE 600, MHE 601, MHE 602, MHE 603, MHE 604, MHE 605, MHE 606, MHE 607, and MHE 608.

MHE 614. Ethical Aspects of End-of-Life Care. 3 credits.
This course examines different end-of-life care practices including forgoing treatment, PAS/euthanasia, palliative care, sedation and decision-making for incompetent patients. Students reflect on their own views on disabilities, aging and dying; examine the merits of policies/legislation; and consider how society at large can come to appreciate those dying in our midst.

MHE 615. Patient-Centered Consultation. 3 credits.
This course is an interactive introduction to the key, basic-level skills in healthcare ethics consultation involving adult patients. The course will focus on the three categories of skills for healthcare ethics consultants - ethical assessment and analysis, process skills and interpersonal skills - that are the foundation of the Core Competencies for Healthcare Ethics Consultants, 2nd ed., a report of the American Society of Bioethics and Humanities (ASBH, 2011).

MHE 619. Rescue and Transplantation: Manifestations of Scarcity and Power in U.S. Health Care. 3 credits.
This elective course combines the perspectives of bioethics and anthropology. It focuses on the impact on society of a rescue-oriented health care system and the promotion of transplantation as a quintessential form of rescue. Through reading, discission, and reflection students explore the concepts of rescue, scarcity, and the search for control in terms of acute care and mortality in the U.S. Students also choose one of several international perspectives on organ transplantation, compare it to a U.S. perspective, and present their finds to the class. The course begins by considering how CPR and the obligation to rescue reflects and shapes both U.S. health care and the social construction of dying and death in the American hospital. The course relates rescue to scarcity and power, including power over nature. The course considers micro and macro perspectives as it explores the organ transfer project, its promises, and its ability to deliver on those promises. Finally, students consider an alternative set of ideas to contrast to rescue' s positivist frame.

MHE 622. Public Health Ethics. 3 credits.
This course introduces students to ethical issues in population health and the discipline of public health. This course draws upon some of the major discourses and analyses in human rights, social justice and other ethical theory, and health policy to consider health and healthcare as aggregate public and social goods. The ethical dimensions of geopolitical, economic, cultural, environmental, educational, and social influences on health will be explored in global, national, and community contexts. The course will consider ethical questions about the discipline of public health and the roles of governments, academic medical centers, healthcare organizations, health professions, professionals, and members of the public as stewards of health.

MHE 623. Catholic Bioethics. 3 credits.
Intensive introduction to the Catholic tradition in bioethics-including theological and philosophical foundations, key teachings of the church's Magisterium, and points of current controversy. Special focus on Catholic understandings of human dignity and justice, in general and as applied to selected health care issues.

MHE 624. Oral Health Care at the Intersection of Professional and Business Ethics. 3 credits.
This course reviews the ethical challenges faced by health care providers who are both private entrepreneurs and members of a profession. Business and professional aims are not identical and may even be mutually exclusive. The course focuses on ethical issues in the practice of dentistry and oral health care, but many other health providers face similar conflicts, such as pharmacists, optometrists, physical/occupational therapists, and plastic surgeons. Specific attention will be paid to the historical development of the dental profession, underserved populations, esthetic treatments, advertising, error management, and peer review.

MHE 695. Independent Study in Health Care Ethics. 3 credits.
This course offers students the opportunity to explore a topic in health care ethics in depth. Specifically, students will collaborate with the instructor to design a plan to achieve agreed upon learning goals, strategies to achieve goals, and evidence of learning.

Bioethics - M.S.

The M.S. in Bioethics consists of 33 credit hours. All students complete the 30 hours of Core Courses and select a minimum of one 3 credit-hour elective. Offered in an online format with no required residency, all courses are offered as eight-week modules. Since the program will target working professionals, most students will be part-time, taking only one course per eight-week term. Students who take one course each term will complete the program in two years. Near the end of their coursework, students design a Practicum experience to analyze a particular group, population, policy, or structure that raises significant concerns about vulnerability and develop a practical plan for responding to the identified ethical issue or problem in a constructive manner. The Capstone course will allow students to integrate insights gained and competencies acquired throughout the program.

Degree Requirements 33 credits

Code	Title	Credits
MHE 500 (course being developed)		3
MHE 600	Scholarly Reading and Writing	3
MHE 604	Social and Cultural Contexts of Health Care	3
MHE 605	Philosophical Bioethics	3
MHE 606	Theories of Justice	3
MHE 608	Practicum	3
or MHE 609	Capstone	
Choose five courses (15 credits) from the following:		15
MHE 601	Health Policy	
MHE 602	Research Ethics	
MHE 603	Law and Health Care Ethics	
MHE 607	Practical Ethics in Health Care Settings	
MHE 608	Practicum	
MHE 609	Capstone	
MHE 614	Ethical Aspects of End-of-Life Care	
MHE 615	Patient-Centered Consultation	
MHE 619	Rescue and Transplantation: Manifestations of Scarcity and Power in U.S. Health Care	
MHE 622	Public Health Ethics	
MHE 623	Catholic Bioethics	
MHE 624	Oral Health Care at the Intersection of Professional and Business Ethics	
Students may take up to six credits outside of the MHE curriculum with special approval from the Program Director.		
Total Credits		33

Bioethics Graduate Certificate

The Graduate Certificate in Bioethics consists of 15 credit hours total composed of 4 three-hour courses plus MHE 600 Scholarly Reading and Writing (3 credit hours). Students will design their own program of study composed of courses listed below consistent with their career and development interests.

Program Outcomes

1. Identify and deconstruct ethical problems in health care, systems, policies and laws.
2. Apply ethical principles, norms, and theories in ethically complex situations to facilitate open and informed discussion among multiple stakeholders.
3. Analyze general concerns of bioethics surrounding health care of populations made vulnerable or marginalized.
4. Critically reflect on personal and professional attitudes, actions, and experiences to improve communication and interaction with diverse populations.

Graduate Certificate in Bioethics requirements: (15 credits)

Code	Title	Credits
Required course:		
MHE 600	Scholarly Reading and Writing	3
Choose from courses below:		12
MHE 601	Health Policy	
MHE 602	Research Ethics	
MHE 603	Law and Health Care Ethics	
MHE 604	Social and Cultural Contexts of Health Care	
MHE 605	Philosophical Bioethics [1]	
MHE 606	Theories of Justice [1]	
MHE 607	Practical Ethics in Health Care Settings [1]	
MHE 614	Ethical Aspects of End-of-Life Care	

MHE 619	Rescue and Transplantation: Manifestations of Scarcity and Power in U.S. Health Care	
MHE 622	Public Health Ethics	
MHE 623	Catholic Bioethics	
MHE 624	Oral Health Care at the Intersection of Professional and Business Ethics	
MHE 695	Independent Study in Health Care Ethics	
Total Credits		15

[1] These courses require an instructor waiver as there are prerequisites.

Clinical Ethics Consultation Graduate Certificate

This 15-credit certificate program consists of foundational courses in the M.S. program in Bioethics. The program will provide foundational knowledge to health care professionals and others who are interested in advancing their skills in ethical assessment and analysis, process skills and interpersonal skills. Knowledge and skills gained through this certificate program will also allow individuals to prepare for a national certification exam in healthcare ethics consultation, which is being established by a commission of the American Society of Bioethics and Humanities.

Program Outcomes

1. Identify and deconstruct ethical problems in health care, systems, policies and laws.
2. Apply ethical principles, norms, and theories in ethically complex situations to facilitate open and informed discussion among multiple stakeholders.
3. Educate others about ethical issues in health care.
4. Reflect on one's relevant experiences, values, and intuitions and how these might influence one's approach to ethics consultations.
5. Incorporate diverse perspectives from the humanities and liberal arts into ethical reflection about health care structures.

Certificate in Clinical Ethics Consultation requirements: 15 credits

Code	Title	Credits
MHE 600	Scholarly Reading and Writing	3
MHE 614	Ethical Aspects of End-of-Life Care	3
MHE 615	Patient-Centered Consultation	3
MHE 607	Practical Ethics in Health Care Settings	3
MHE 603	Law and Health Care Ethics	3
or NCR 630	Health Care Collaboration and Conflict Engagement	
Total Credits		15

Biomedical Sciences

Program Director: Bob Mackin, PhD

gradschool.creighton.edu/program/biomedical-sciences-ms

gradschool.creighton.edu/program/biomedical-sciences-phd

Graduate Study in Biomedical Sciences

The Department of Biomedical Sciences offers programs of study culminating in the Ph.D. and M.S. degrees. Completion of the programs prepares individuals for research careers in academia, institutes, or industry. The programs are flexible and employ a multi-disciplinary approach using our research, courses, and facilities to cater to the career needs and research interests of the individual student, in diverse areas of study in:

Biochemistry and Bioorganic Chemistry
Bone Biology
Cancer Biology
Cell and Developmental Biology
Molecular Biology and Gene Regulation
Neurobiology and Neurodegenerative Diseases
Physiology
Pulmonary and Vascular Biology
Hearing and Hearing Disorders

The Department encourages collaborative research interaction with faculty in the Departments of Biology, Chemistry, Medical Microbiology and Immunology, Medicine, Pharmacology, Physics, Surgery, the Osteoporosis Research Center, the Boys Town National Research Hospital, and the Veteran's Administration Hospital.

Students are trained mainly through participation in research, thus emphasis is given to placement of students in research laboratories early in their program. A faculty advisory committee will determine the elective courses most appropriate and that best meet the individual's training.

Mission Statement

The mission of the Department of Biomedical Sciences graduate programs is to provide excellent academic programs that educate and train the next generation of scientists, educators, and health-related professionals through scholarship and research that fosters creativity, discovery, and community service.

Program Goals

At the completion of this graduate program in Biomedical Sciences, students will:

1. Demonstrate advanced knowledge in molecular and cellular biology and in their field of specialization.
2. Demonstrate independent critical and analytical thinking, both within their field of study and beyond, for use in the service to others.
3. Identify and suggest possible solutions to ethical dilemmas that occur in their work and field of study, and understand the importance of professional ethics in all aspects of scientific communication and laboratory work.
4. Demonstrate competence in the laboratory, including application of the scientific method and appropriate use of basic and state of the art laboratory tools and techniques.
5. Demonstrate written and oral skills necessary for communication of research, knowledge, and ideas to scientists and non-scientists.

Admission Requirements

1. A bachelor's degree or equivalent, preferably with satisfactory completion of course work in a biological, chemical or physical science.
2. A GPA of 3.0 overall.

3. GRE scores in the 50th percentile or above for the verbal and quantitative parts of the examination.
4. The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English. A minimal score of 90 on the Internet-based Test (iBT) at the graduate level is required for this program.

The deadline for applications to the doctoral program is January 15th for admission in the fall semester. The deadline for applications to the masters program is May 1 for admission in the fall semester.

Biomedical Sciences Degree Programs

- M.S., Biomedical Sciences (p. 54)
- Ph.D, Biomedical Sciences (p. 54)

Courses

BMS 604. Fundamentals Of Cell And Molecular Biology. 3 credits. FA
This course consists of lectures on the functional aspects of cell and molecular biology with an emphasis on eukaryotic cells. P. IC.

BMS 605. Fundamentals of Genetics and Molecular and Cellular Pathology. 2 credits. FA
This course is an introduction to fundamentals in patterns of inheritance, genetic diseases, cytogenetics, cell injury, and neoplasia. Topics will include Mendelian genetics and genetic diseases, cytogenomics, use of online genomic databases, wound healing, and molecular basis of neoplasia as well as basic principles of pathology. P. Gr. Stdg. or IC.

BMS 622. Principles of Biochemistry. 3 credits.
This course examines the fundamental principles of structural biochemistry, enzymology, metabolism and molecular biology. P. Graduate standing with Instructor Consent.

BMS 624. Human Neuroanatomy. 4 credits. SP
This course covers fundamental concepts in neuroscience, including functional neuroanatomy, neurophysiology, and neuroembryology.

BMS 630. Fundamentals of Hearing. 3 credits. FA, SP, SU
This is an advanced graduate level course focusing on the anatomy and physiology of the auditory system. The course will introduce students to the basics of normal human hearing with a focus on the peripheral auditory system, neural coding of sound, and the perception of simple sounds. P. Gr. Stdg. or IC.

BMS 667. Developmental Biology. 3 credits. FA
This course covers cellular and molecular events underlying animal development and cell differentiation in vertebrate and invertebrate organisms. Topics will include the early body plan, cell determination and diversity, organogenesis, morphogenesis, and stem cells, and includes vertebrate (mouse, chick, frog, fish, human) and invertebrate (fly, worm) models. P. Gr. Stdg. or IC.

BMS 706. Advanced Cell and Molecular Biology. 3 credits.
Detailed consideration of the functional aspects of cell and molecular biology with emphasis on eukaryotic cells. Topics include structure, and synthesis of DNA and RNA, gene expression regulation, signal transduction, transport and processing of secretory proteins, and relevance of these topics in eukaryotic differentiation and pathologies such as cancer.

BMS 720. Advanced Topics in Molecular Structure/Function. 3 credits. FA, SP, SU
This course covers functional aspects of molecular structure, peptide chemistry, and molecular interactions. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 730. Advanced Topics in Cell and Molecular Biology. 3 credits. FA, SP, SU
This course covers functional aspects of eukaryotic cells including gene regulation/expression, signal transduction, and cell-cell and cell-substrate interactions. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 740. Advanced Topics in Physiology. 3 credits. FA, SP, SU
This course covers specific aspects of physiology and pathophysiology of whole organisms and organ systems as well as cellular physiology. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 750. Advanced Topics in Morphology and Anatomy. 3 credits. FA, SP, SU
This course covers functional morphology ranging from cellular ultrastructure to gross anatomy and embryology. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 760. Advance Topics in Neuroscience. 3 credits. FA, SP, SU
This course integrates the areas of neuroanatomy, neurophysiology, neuropharmacology, and neuropathology at the cellular and organismal level. Topics vary with each iteration of the course permitting students to repeatedly enroll for the course but with each covering a different topic. Nine credit hours are the maximum applicable toward the degree. P. IC.

BMS 791. Seminar. 1 credit. FA, SP
This course consists of formal oral presentations and critical discussions of assigned subjects to familiarize students with the nature and extent of research literature, the analysis of research papers, and the collation and presentation of scientific information. This course is repeatable. P.IC.

BMS 792. Journal Club. 1 credit. FA, SP, SU
This course consists of detailed examination of the physiology, cell biology, and molecular biology of the nervous system, with emphasis on mammalian systems. The course will include membrane physiology, ion channels, synaptic physiology, neurotransmitters and receptors, sensory receptors, neural circuits, and advanced techniques. P. IC.

BMS 795. Directed Independent Study. 2 credits. FA, SP, SU
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students. The purpose is to provide an environment whereby the student is introduced to scientific research methods and can improve critical thinking and reading skills as well as exchanging scientific information. P. IC.

BMS 797. Directed Independent Research. 1-9 credits. FA, SP, SU
This course consists of original investigation under supervision and guidance of individual staff members. P. IC.

BMS 799. Master's Thesis. 1-3 credits. FA, SP, SU
This course consists of review of the literature and research data; writing of the thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. P. IC.

BMS 899. Doctoral Dissertation. 3-6 credits. FA, SP, SU
This course consists of review of the literature and research data and the writing of the dissertation. Students must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, twenty credit hours are the maximum applicable toward the degree. P. IC.

Biomedical Sciences - M.S.

The student will select a major advisor, and the student and his/her major advisor, along with an advisory committee will formulate a plan of study. The advisory committee will assist the student during the entire program.

M.S., Major in Biomedical Sciences requirements: 30 credits

Code	Title	Credits
Foundation Course		
BMS 604	Fundamentals Of Cell And Molecular Biology	3
Tool Course		
IDC 601	Responsible Conduct of Research	1
Elective Courses		
Choose 2 courses (6 credits minimum), from the following:		
BMS 605	Fundamentals of Genetics and Molecular and Cellular Pathology	
BMS 630	Fundamentals of Hearing	
BMS 706	Advanced Cell and Molecular Biology	
BMS 720	Advanced Topics in Molecular Structure/Function	
BMS 730	Advanced Topics in Cell and Molecular Biology	
BMS 740	Advanced Topics in Physiology	
BMS 750	Advanced Topics in Morphology and Anatomy	
BMS 760	Advance Topics in Neuroscience	
BMS 795	Directed Independent Study	
CAN 630	Human Neuroanatomy	
IDC 625	Introduction to Biostatistics for the Biomedical Sciences	
IDC 627	Research Methods	
IDC 701	Research Writing	
Repeating Courses		
BMS 791	Seminar (every semester)	4
BMS 792	Journal Club (every semester)	4
BMS 797	Directed Independent Research	3-6
Degree Completion Course		
BMS 799	Master's Thesis [1]	1-3

[1] *Thesis/Dissertation*
M.S. candidates must present and defend a thesis. The defense is open to the public, but only the examining committee may participate directly in the examination. Copies of the thesis must be presented to their advisory committee and the Graduate Dean at least 30 days prior to the defense.

Biomedical Sciences - Ph.D.

The student will select a major advisor and the student and his/her major advisor along with an advisory committee will formulate a plan of study. The advisory committee will assist the student during the entire program.

Ph.D., Biomedical Sciences degree requirements: 90 credits

Code	Title	Credits
Foundation Course		
BMS 604	Fundamentals Of Cell And Molecular Biology	3
Tool Courses		
IDC 601	Responsible Conduct of Research	1
IDC 625	Introduction to Biostatistics for the Biomedical Sciences	3
IDC 627	Research Methods	3
IDC 701	Research Writing	3
Elective Courses		
BMS 605	Fundamentals of Genetics and Molecular and Cellular Pathology	2
BMS 630	Fundamentals of Hearing	3
BMS 706	Advanced Cell and Molecular Biology	3
BMS 720	Advanced Topics in Molecular Structure/Function	3
BMS 730	Advanced Topics in Cell and Molecular Biology	3
BMS 740	Advanced Topics in Physiology	3
BMS 750	Advanced Topics in Morphology and Anatomy	3
BMS 760	Advance Topics in Neuroscience	3
BMS 795	Directed Independent Study	2
Repeating Courses		
BMS 791	Seminar (every semester)	8
BMS 792	Journal Club (every semester)	8
BMS 797	Directed Independent Research (maximum of 45 credits can be applied to degree)	3-6
Degree Completion Course		
BMS 899	Doctoral Dissertation [1]	3-6

[1] *Comprehensive Examinations*
Doctoral students are required to pass comprehensive and qualifying examinations according to the guidelines of the Graduate School.
Dissertation
Ph.D. candidates must present and defend a dissertation. The defense is open to the public, but only the examining committee may participate directly in the examination. Copies of the dissertation must be presented to the advisory committee and the Graduate Dean at least 30 days prior to the defense.

Doctor of Business Administration - DBA

DBA Faculty Director: Dr. Kristie Briggs
DBA Program Director: Desarae Mueller-Fichepain
Program Office: Harper Center

The Creighton DBA program is designed for individuals seeking to gain the research skills needed to analyze business-related questions identified throughout their career. These research skills can be used for advancement in professional corporations, to bolster consulting skills,

as well as provide a pathway to transition into full-time tenure track or practitioner faculty positions at a variety of universities and colleges.

Students in the three-year cohort-styled program can continue working full-time in their existing jobs while completing their degree. The hybrid model combines online learning with three two-day (Friday and Saturday) residencies a semester plus a summer residency for the first two years (i.e. fourteen total residencies). Typically one residency a year is held at a sister Jesuit school.

The program offers robust research method training and content breadth across business disciplines with students specializing in a business focus area through their dissertation article research and teaching practicums.

Program Goals

1. Graduates will demonstrate research skills needed to become a scholarly or practice academic.
2. Graduates will demonstrate teaching skills needed to become a scholarly or practice academic.
3. Graduates will demonstrate critical thinking skills in research.
4. Graduates will demonstrate the ability to communicate research.
5. Graduates will demonstrate Ignatian values in accordance with Creighton's mission.

Admission

1. **Eligibility for Admission:** Applicants for admission to the DBA program must have at least one of the following: 1) MBA or other relevant advanced degree from an accredited university, plus 5+ years of professional and/or managerial experience*; 2) Business relevant undergraduate business degree from an accredited university, plus 10+ years of professional and/or managerial experience*; 3) CPA, CFA, or other relevant professional certification, plus 5+ years professional and/or managerial experience*. Additionally, the following documents must be submitted through Creighton's online application portal (https://choose.creighton.edu/apply/?sr=aac60961-4b62-4c2f-9e9b-b1521e9f2681). *If less than the minimum, please explain in a cover letter to your resume how other experiences and/or qualifications may compensate.
   a. **Current Résumé or CV.**
   b. **Transcripts:** Official transcripts from each college or university from which you earned a degree, including undergraduate. Transcripts from non-degree earning institutions that reflect relevant coursework should also be submitted. All such transcripts become the property of Creighton University.
   c. **Recommendations:** Two (2) letters of recommendation from professionals in academia or industry that can directly address your ability to think critically, ability to conduct research, propensity to lead, and potential for completing advanced academic studies. These must be submitted by each recommender directly through Creighton's Online Application System.
   d. **Two essays:**
      i. **Statement of Interest** (2-3 pages double-spaced): Address the following
         - Why do you want to pursue a DBA?
         - How will a DBA help you achieve your career aspirations?
         - What challenges do you anticipate in balancing work, personal commitments, and approximately 20-30 hours of weekly DBA studies? What steps will you take to address these challenges to complete your degree within 3 years?
      ii. **Statement of Research Interests** (2-3 pages double-spaced): Address the following
         - What area of business is your intended focused area of research (e.g. Finance, Accounting, Economics, Marketing, Organizational Behavior, Strategy, Business Analytics/Info Systems)?
         - What topics within these might be potential research avenues of interest? Although we recognize that your research question will change and evolve during the program, please describe current research questions that interest you and how you believe finding answers to your research questions will serve to benefit the greater good of individuals, firms, and/or society.
         - How will you leverage your work experience and knowledge in your research agenda?
   e. **Additional Competencies:** Evidence of competency in statistics and quantitative reasoning is recommended. This could be fulfilled by providing one or more of the following: a written statement outlining applicant's empirical background as highlighted by course transcripts and/or work experience, a written research paper, evidence of statistical tutorial completion, GRE scores, GMAT scores, and/or other competency exam results.
2. **International applicants with permanent U.S. residency must also submit:** (NOTE: Students with F-1 visa status are NOT eligible for Creighton's DBA Program.)
   a. **Test of English as a Foreign Language (TOEFL):** Official TOEFL score report with a a minimum acceptable score of 577 paper-based/90 iBT.
   b. **Transcripts:** Official transcripts in the original language from each college or university attended, along with official English translations.
   c. For a student who has completed an undergraduate degree in the U.S.; or from a foreign institution in which English is the language of instruction; or based on a personal interview, the TOEFL requirement may be waived. This is at the discretion of the DBA directors.
3. **Admission Process and Deadlines:** The application deadline (including a completed dossier) is April 1 of each year; however, please keep in mind that admittance to the program is limited and applications will be accepted on a rolling basis, so cohorts may fill up long before the April 1 deadline of that year.
   a. **Applications:** Applications are accepted via Creighton's online registration portal only. A link to the portal (Apply Now) can be found on the DBA site (www.creighton.edu/program/doctorate-business-administration-dba) in the top right column.
   b. **Selection Process:** Application materials will be reviewed by a team of faculty. Feedback and suggested admission decision will be recommended to the DBA faculty director, who will make the final decision. An interview with the DBA faculty director may be requested before a final decision is made.
   c. The application review committee considers the following:
      - Completeness of the application materials
      - Background knowledge and experience in the applicant's business area of focus

- Demonstrated leadership and track record of professional/academic/personal achievement and development
- Proficiency in communication skills
- Compatibility of individual's professional goals with the DBA program's learning outcomes
- Demonstrated ability to balance time commitments
- Capacity for conducting applied research
- Community engagement/service a plus

d. **Exceptions:** Admission exceptions will initially be handled by the DBA Admissions Committee but will also be forwarded to the Creighton Graduate Programs Board for guidance.

4. **Deposit:** Once accepted to the program, a student must submit a $5,000 non-refundable deposit within 14 days to secure admittance to the cohort. If the deposit is not received within 14 days, the student's place in the program could be forfeited. Admittance to the program is limited and applications will be accepted on a rolling basis.

DBA Course Requirements (54 credits)

Code	Title	Credits
Content Courses		
Choose 12 credits from the following:		12
DBA 801	Applied Organizational Behavior and Human Resource Management Research	
DBA 802	Applied Marketing Research	
DBA 803	Applied Economics Research	
DBA 804	Applied Accounting Research	
DBA 806	Applied Strategy Research	
DBA 807	Applied Finance Research	
DBA 808	Applied Information Systems Research	
Statistics Courses		
Each of the following are required:		
DBA 820	Introduction to Research Methods	3
DBA 821	General Linearized Models	3
DBA 822	Applied Research Design and Methods	3
DBA 824	Design and Method Replication	3
Ignatian Reflection & Formation Series		
Each of the following are required:		
DBA 840	Ignatian History, Values, and Charisms	1
DBA 841	Reflective Practice	1
DBA 842	Ignatian Pedagogy	1
DBA 843	Catholic Social Thought	1
DBA 844	Business Ethics	1
DBA 845	Ignatian Reflection and Formation Capstone	1
Pedagogical Courses		
DBA 810	Survey of Innovative Business Pedagogy	3
DBA 812	Teaching Practicum	3
Research courses		
DBA 830	Research Assistant Practicum (minimum of 3 credit hours are required; may take twice for 6 credits total)	3
DBA 831	Applied Dissertation Research Development Seminar	3
Dissertation Course		
DBA 899	Applied Dissertation Research	9
DBA 897	Independent Continuing Applied Dissertation Research	1
Electives		3
If only 3 credits of DBA 830 are taken, student may choose to take an additional 3 credits of DBA 830, DBA 811 or DBA 879.		
DBA 811	Teaching Assistant Practicum	
DBA 830	Research Assistant Practicum	
DBA 879	DBA Seminar	

Master of Business Administration (MBA)

Program Director: Dr. Eric Neuman
Program Office: Harper Center

Graduate Study in Business Administration

The Creighton MBA program is designed to provide a general management education that focuses on developing values-based leaders. Creighton's MBA curriculum allows graduate students to customize their classes to best fit their skills, competencies, and career goals. The MBA program features:

- Tailored programs of study developed for students' particular academic strengths and business experiences – designed to prepare them for their intended career path;
- Advanced courses for students with extensive business backgrounds;
- Concentrations in key business areas such as investments, business intelligence and analytics, accounting, leadership, health care management, and project management;
- Professional classes in cutting-edge business skills taught by leading business practitioners.

Program Goals

1. Exhibit knowledge essential for business leadership.
2. Communicate professionally.
3. Think critically to aid decision-making.
4. Commit to action that demonstrates care for others.
5. Exhibit personal habits consistent with leadership formation.

Admission

1. **Eligibility for Admission:** Applicants for admission to the MBA program must have a baccalaureate degree, regardless of the undergraduate field of study, and an acceptable level of scholarship from an accredited institution of higher education, along with the following documents:
2. **Application:** A completed online application form, personal essay discussing how a master's degree fits in with an applicant's career plans and which aspects of Creighton's MBA program are most appealing, current resume, and a non-refundable application fee.
3. **Recommendations:** Two recommendations are required. The recommendations should be completed by persons other than family members who are capable of assessing an applicant's performance in an academic or work setting.
4. **Transcripts:** One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be

sent directly from the collegiate institution to Enrollment Services, Harper Center, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.

5. **Graduate Management Admissions Test (GMAT)**: The Graduate Management Admission Test (GMAT) is not required for applicants who have work experience and a minimum 3.00 cumulative GPA across all institutions attended. If the applicant's cumulative GPA is less than 3.00, the GMAT is required. For applicants without work experience, and for all applicants to the MIMFA and MFIN programs, a minimum 3.50 cumulative GPA is required for the GMAT waiver. All international students whose undergraduate degree was not granted by a US institution will be required to submit a GMAT score. Regardless of the applicant's cumulative GPA, the admissions committee reserves the right to require an applicant to submit a GMAT score if there are concerns regarding the applicant's work experience and/or the student's achievement across all math, statistics, economics and finance courses previously completed.
6. **Test of English as a Foreign Language:** The Graduate School requires all students who are native speakers of languages other than English to demonstrate competence in English. International applicants who received their baccalaureate degree from an accredited institution from the following countries are not required to show proficiency in English; Australia, Canada, Barbados, Bahamas, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guam, Ireland, Jamaica, Marshall Islands, New Zealand, St. Kitts, St. Lucia, Scotland, Singapore, Trinidad and Tobago, United Kingdom, United States, and Virgin Islands. There are 3 test scores that can be used to demonstrate competence in English. Only one of the three must be provided. **1) TOEFL:** score of 90 or above on the Internet-based Test (TOEFL iBT) with no section below 20. 2) **IELTS:** overall band score of at least 6.5 with no section below 6. 3) **Duolingo:** score of 62 or above.
7. **Financial Ability:** All international applicants must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs if an applicant is admitted to the program.
8. **Statistics Requirement of the Graduate Business Programs:** Students entering a graduate business program will need to show evidence that they have completed at least one statistics course in their undergraduate degree that includes regression and correlation. Students without such a class may complete instead a non-credit statistics tutorial offered by the college for a fee.

Acceptance to the MBA Program is granted to applicants who clearly demonstrate that they have high promise of succeeding in graduate business study. Interviews are not required as part of the admission process. Applicants who wish to visit the campus prior to submitting their application materials are welcome to contact the Graduate Business Programs to schedule an appointment.

Degree Programs

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- MBA: Emphasis in Personal Financial Planning (p. 61)
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Dual Degrees

- MBA/MS-BIA Dual Degree (p. 64)
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Accelerated Master's Program

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Graduate Certificates

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- Project Management (p. 68)
- Financial Psychology & Behavioral Finance (p. 67)
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Courses

MBA 501. Managing Projects: The Fundamentals. 1.5 credit.
This course introduces the basic concepts of strategic leadership, project planning, and management. It will examine and consider the practical applications of strategic leadership, project planning, and project management. Students will then apply these concepts and principles in real-world scenarios. Based on the Project Management Institute's PMBok Guide 5.0, participants will apply the ten knowledge areas of projects to the five project processes: 1) defining, 2) planning, 3) executing, 4) monitoring and controlling and 5) closing. The course provides a look at a leader's role in leading projects, programs and portfolio management and the project manager's role in projects and programs. As a cross-listed 500 level course, graduate level students will be required to complete additional assessed work as part of this course.

MBA 502. Managing Projects: The Fundamentals Lab. 1.5 credit.
The lab is an experiential learning simulation for a project introducing the application of all knowledge areas as a team executes a project through all five project processes. The lab is frequently delivered on-site as non-credit. The lab provides the introduction to the concepts for the lecture/on-line courses reflective learning processes.

MBA 541. Fundamentals Of Economics Analysis. 3 credits.
Major micro- and macroeconomic principles and analysis of major economic problems and policies. Acceptable undergraduate equivalent: ECO 203 and ECO 205.

MBA 579. Seminar in Management. 3 credits.
Exploration and analysis of selected problems and issues in today's business environment. Course content changes each semester as current and sometimes controversial issues within are discussed. This course is repeatable up to nine credits. P. Prerequisites depend on course content.

MBA 620. High Impact Leadership. 1 credit.
Seven out of the ten most dominant leadership characteristics directly relate to one's communication and leadership presence. This course focuses on the essence of professionalism through combining these traits in a practical, hands-on format. You'll gain the skills of today's most influential leaders, and most of all, learn to differentiate yourself.

MBA 621. Leadership Presentation Skills. 1 credit.
Students learn to be articulate and confident through this hands-on presentation skills course. This training will ensure that students can deliver clear, complete and organized presentations to any group. Students learn effective physical delivery skills along with road maps for real world situations. P. MBA 620.

MBA 622. Convincing Conversations. 1 credit.
Think you're not a sales person - think again! In today's competitive environment we all convince, influence, compel and persuade on a daily basis. While these conversations may not be seen as true selling situations, it's important to get what you want from the other party in the dialogue, ask open-ended questions, actively listen, identify and deliver your value proposition, make a recommendation and close with confidence. P. MBA 620; MBA 621.

MBA 623. Business Writing-Leveraging Written Communication. 1 credit.
The ability to write well is a critical success factor. This business writing course is designed to help learners organize their thoughts, write a draft, check for readability and edit based on tone, style and overall impact.

MBA 701. Financial Reporting for MBAs. 3 credits.
MBA 701 focuses on the fundamentals of financial accounting and reporting from a user-based and management-preparer perspective. The primary focus of this course is understanding the fundamentals of the financial reporting model and the means by which users, including preparers, utilize financial accounting information for decision making purposes. Topics covered in the course include the financial reporting environment, fundamentals of the accounting information system, reading and understanding audited financial statements, and financial statement analysis.

MBA 702. Managerial Decision-Making Using Quantitative and Qualitative Data. 3 credits.
Provides insights into the selection and use of data, both accounting and non-accounting, to perform analysis to evaluate decision alternatives, interpret and use budgets and long-term plans, devise and use performance measures to evaluate performance and determine performance-based rewards. The decision scenarios include, but are not limited to evaluation of products and services (costs, pricing, quality), cost of quality, balanced scorecard, and ethics. P. MBA 701 or equivalent.

MBA 705. Mastering Project Management. 1.5 credit.
This builds on the knowledge and fundamentals learned in Managing Projects: The Fundamentals. This course features experiential learning to strengthen skills in defining, planning, executing, monitoring and controlling and closing projects in a variety of settings. More tools and methods are introduced for the ten management knowledge areas: scope, time, cost, integration, stakeholder, quality, human resources, communication, risk & procurement. More advanced topics are explored in the areas of teams and leadership, project performance management, procurement, risk management and interpersonal and soft skills for the human side of project management. Advanced study includes the use of various performance measurement systems and tracking tools to aid in scheduling and managing projects. This course is based on the PMBok 5.0, and covers the processes and knowledge areas of projects. It provides an in-depth look at project management from a leader's role in leading projects, programs and project portfolios. It includes flexible and pragmatic review of variations and overlaps in project approaches and techniques such as waterfall, agile, scrum, and Kaizen practices to provide the participant with a practical application orientation for the pros and cons of each. A practicum approach to applying the knowledge learned to business applications is a part of the applied case study approach of this course.

MBA 706. Mastering Project Management Lab. 1.5 credit.
The lab is an experiential learning simulation for applying the concepts for Mastering Project Management. It uses both simulation and project management software apply to all knowledge areas as a team executes a project through all five project processes. The lab provides the introduction to the concepts for the lecture/on-line courses reflective learning processes.

MBA 707. Project Management Capstone - PMP Exam Prep. 3 credits.
This course reviews all aspect of project management in the five processes and ten knowledge areas aligned with the PMBOK® Guide for the PMI PMP® & CAPM® Credential exam. The Project Management Professional (PMP®) is the recognized professional certification for Project Managers. It demonstrates knowledge competence in leading, managing and directing projects, programs and portfolios. This is an exam preparation and review course.

MBA 708. Project Management Capstone - PMI ACP Exam Prep. 3 credits.
The PMI Agile Certified Practitioner (PMI-ACP)® formally recognizes your knowledge of agile principles and your skill with agile techniques. The PMI-ACP spans many approaches to agile such as Scrum, Kanban, Lean, extreme programming (XP) and test-driven development (TDD.) If you work on agile teams or if your organization is adopting agile practices, the PMI-ACP is a good choice for you. This is an exam preparation and review course.

MBA 711. Managerial Finance. 3 credits.
This course focuses on how financial managers can create value for a firm. Techniques addressed include effective employment of capital budgeting and resource allocation techniques, proper computation and use of the cost of capital, and how to deal with capital structure and dividend decisions. P. MBA 701 or equivalent and Statistics.

MBA 712. Advanced Managerial Finance. 3 credits.
An advanced study of the role of financial managers in efficiently employing a firm's capital to create value. Case analysis is used to enhance understanding of the role, responsibilities, and overall goals of the financial manager of a firm. P. MBA 711 or equivalent and Statistics.

MBA 715. Investment Value and Theory. 3 credits.
Study of advanced topics in investments, capital markets, and portfolio theory. Special emphasis on security analysis and valuation, as well as on the theory of efficient markets. P. MBA 711 or equivalent.

MBA 717. Accounting Seminar: Special Managerial and Financial Accounting Issues. 1-3 credits.
Study of advanced topics in accounting. Focus on the analytical and empirical literature in the field of accounting. Course content necessarily changes each semester; therefore, flexibility is provided by the seminar approach. This course is repeatable up to nine credits. P. MBA 701 or equivalent.

MBA 719. Finance Seminar. 0-3 credits.
Study of advanced topics in business finance. Focus on significant developments and meaningful innovations in domestic and international finance theory and practice. Course content necessarily changes each semester; therefore, flexibility is provided by the seminar approach. This course is repeatable up to nine credits. P. MBA 711 or equivalent.

MBA 720. Introduction to Enterprise Risk Management. 3 credits.
This course provides a foundational learning of Enterprise Risk Management (ERM) and its components. For every crisis there are companies that successfully prepared for it and remain anonymous. Learning how to encourage a positive outcome, recognizing when to challenge a strategic plan while allowing good business decisions to go forward makes ERM part art and part science. The best chief risk officers help an entity to improve its decision making capabilities.

MBA 721. Credit and Market Risk Fundamentals. 3 credits.
This course provides a foundational understanding of credit and market risk by presenting typical asset classes and methods used to manage the balance between risk and return. A risk team needs a high level understanding of various risk silos, and investment risk techniques generally apply to all risks. Learning about asset classes and the risk metrics common to investors, enables recognition of strategic issues and how they are addressed. P. MBA 720.

MBA 722. Enterprise Risk Management-Leadership and Governance. 3 credits.
This course explores the systematic process for helping organizations to facilitate and implement an ERM governance model. ERM course knowledge and skills will be used to identify organizational metrics, reporting tools, and governance systems considering an entity's risk appetite, tolerance, and profile. Facilitation of organizational change management and communication will also be covered. A comprehensive ERM governance cycle model, management and implementation plan for the student's organization will be developed as a final project for this course. P. MBA 720 and MBA 721.

MBA 723. Case Studies in Enterprise Risk Management and Governance. 3 credits.
This course explores case studies which brings together the perspective and content from other core courses in a capstone-like format. Critical thinking and enterprise perspectives are used to view risk analysis and management techniques through case study applications. The focus of the course will be on the analysis of case studies of organizations preparing, implementing, reporting, and governing through ERM frameworks. Best practices, critical thinking, analysis, and decision-making applications will be explored. A final case paper will be required of students, which includes the preparation of an ERM framework and governance model for an assigned organization. P. MBA 720, 721, 722.

MBA 724. Crisis Planning and Enterprise Communication Management. 3 credits.
This course provides students the necessary understanding of crisis communication from an internal and external perspective. Students will gain a comprehensive overview of crisis communication and planning for natural and manmade disasters, and how to handle communication issues in crisis situations. In today's environment, crises can come from many sources, and the need for internal and external communication and coordination across all media is highly complex. The experience offered within this course will provide leaders an education for use within any organization, including the development of an Enterprise Communication Plan (ECM).

MBA 739. Tax Theory and Business Decisions. 3 credits.
Effects of taxation on business organization, capital structure, policies and operation. Deals with those phases of taxation that are general executive responsibilities. P. MBA 701 or equivalent.

MBA 741. Economic Analysis for Managers. 3 credits.
A study of major micro- and macroeconomic principles, analyses of major economic problems, economic and business data. The course provides an understanding and familiarity with some basic micro and macroeconomics tools and economic policies that are used in business decision-making. P. Statistics.

MBA 742. Seminar in Applied Managerial Economics. 3 credits.
Analysis of economic information and techniques necessary in business decision-making, including the adaptation of economic concepts, principles, and research methods to the needs of business managers. Explores the relationships among inflation, short term interest rates, long term interest rates, and company value. P. MBA 741 or equivalent and Statistics.

MBA 751. Economic Fluctuations And Forecasting. 3 credits.
Analyzing and forecasting fluctuations in national income, employment, and prices; impact of economic changes on business management; application of economic analysis to the problems of interpreting and forecasting of individual firm, industry, and general business conditions. P. MBA 741 or equivalent.

MBA 753. Applied Behavioral Finance. 3 credits.
This course is an applied behavioral finance course examining the intersection of behavioral finance, financial psychology, and financial planning theory, practice, and research. It reviews the research on behavioral finance and investor psychology, exploring the effects of human emotions and cognitive errors on financial decisions. This course focuses on the application of behavioral finance theory and research to the practice of business, financial planning, and financial therapy to help professionals improve the financial health of their clients.

MBA 754. Introduction to Financial Psychology. 3 credits.
This course is designed to develop knowledge and skills for personal financial planners, business professionals, coaches, counselors, and therapists to help to use with individuals, families, and business owners to help them meet their financial goals. This course is an introductory financial psychology course that examines the intersection between financial planning, financial coaching, and financial therapy.

MBA 755. Personal Financial Psychology. 3 credits.
This course is designed to develop knowledge and skills for financial planners, business professionals, and coaches to give them the knowledge and tools to work more effectively with clients. This is an advanced course surveying topics facilitating the integration of financial psychology into financial planning, financial coaching, and business.

MBA 756. The Psychology of Family Finances. 3 credits.
This course is designed to develop knowledge and skills for financial planners, business professionals, and coaches to help give them the knowledge and tools to work effectively with families and couples around finances. This course focuses on the practical application of financial psychology theory and technique to help improve client, couple, and family financial health.

MBA 757. Financial Communication and Client Interviewing. 3 credits.
This course is designed to develop knowledge and skills for personal financial planners, business professionals, and coaches to help them improve their client communication and interviewing skills in the area of personal finance. This course focuses on the practical application of advanced communication and interviewing skills.

MBA 759. Seminar in Applied Economics. 1-3 credits. (Same as INR 759)
Application of economic theory and analysis to selected problems and issues of local, regional, national, and international concern as these relate to business activity and the making of administrative decisions. If you have taken ECO 418, you cannot take this course. P. MBA 741 or equivalent.

MBA 761. Marketing Management. 3 credits.
This course addresses the application of marketing concepts to real world marketing situations. An emphasis is placed on: segmenting markets and identifying profitable market opportunities, developing comprehensive marketing plans and programs for reaching target customers, and the role of leadership and championing behavior within the firm in order to gain organizational commitment for a proposed marketing program.

MBA 765. Marketing Information for Executives. 3 credits.
This course will introduce you to the survey research process in a global marketing environment. You will learn how to work with a firm to identify and define the market research problem, to design a research study, to gather existing or secondary information to clarify the problem (using the internet or other secondary sources), to design a questionnaire, develop a sampling plan, collect the data, prepare and analyze the data, and finally to interpret and report the findings in light of the original research problem. Examples will also address the unique problems encountered when collecting market information internationally. P. MBA 761 or equivalent and Statistics.

MBA 766. Graduate Internship. 1-3 credits.
This course is intended to provide graduate-level credit for significant program-related practical experience, coupled with a research component that utilizes the context of this practical experience as its primary vehicle of inquiry. Students must work a minimum of 150 hours for the sponsoring employer during the semester. In addition, the student must complete a research project related to this work, which has been planned and carried out under the direction of a graduate faculty supervisor, with the approval and cooperation of the sponsoring employer. The student's internship employment and faculty supervision for the research component must be arranged before registration for the course will be allowed. The course is graded Satisfactory/Unsatisfactory and only 3 hours of internship credit may be used to satisfy graduation requirements. P. IC and approval of the MBA Program Director.

MBA 767. Marketing Dynamics Seminar. 1-3 credits.
Marketing theory is briefly reviewed to provide background for intensive analysis of current and sometimes controversial marketing issues. Course content necessarily changes each semester; therefore, flexibility is provided by the seminar approach. P. MBA 761 or equivalent.

MBA 770. International Business Operations. 3 credits. (Same as INR 770)
Understanding the development of the international business world and the international business environment. Management of business operations across national boundaries and control of the international flow of money, personnel, information, goods, and services.

MBA 771. Leadership and Organizational Behavior. 3 credits.
This course explores the most important theories and models that explain the influence of leadership on the behaviors and attitudes of individuals, teams, and other groups. The course covers specific leadership skills such as motivating followers, recognizing individual differences, leading groups and teams, exercising power, managing conflict, improving communication, and leading change.

MBA 772. Leadership Insights from Modern Media. 3 credits.
Using a combination of resources (fiction and fact-based films, internet sources, and print) students will glean insightful perspectives on leadership by comparing media descriptions and portrayals to best accepted models and theories of leadership and related activities. P. MBA 771.

MBA 774. Management Of Environmental Risk. 3 credits.
This course examines environmental issues relevant to management decision making. Emphasis is on risk analysis related to global/regional and workplace environmental issues. P. BIA 731 or equivalent.

MBA 775. Business Policy And Managerial Action. 3 credits.
This course covers strategic management concepts and practices used by business leaders to enhance the competitive position of their companies. The course will require students to take the role of upper management and use information from all functional areas of business to develop strategic responses to business situations. P. Last semester or last six hours of enrollment in the MBA program.

MBA 776. Business, Ethics and Society. 3 credits.
This course explores the theoretical frameworks and practical approaches that business leaders can take for addressing micro, meso, and macro level ethical and social issues related to business. Specific issues covered can vary, though some global business ethics issues are always explored. Special emphasis is given throughout the course to ways that businesses can be both profitable and a positive force for economic and social justice.

MBA 779. Seminar in Management. 0-9 credits.
Exploration and analysis of selected problems and issues in today's business environment. Course content changes each semester as current and sometimes controversial issues within are discussed. This course is repeatable up to nine credits. P. Prerequisites depend on course content.

MBA 780. The Business of Healthcare. 3 credits.
This survey course will explore critical issues related to the management of health care in a competitive and market-based environment. These issues will include; managing clinical performance, understanding a changing external environment, the foundations of high performance, managing diverse human resources, and healthcare marketing. Students will be asked to apply concepts through real-world cases and projects.

MBA 781. Legal, Ethical, and Societal Considerations in Healthcare Management. 3 credits.
This course explores the theoretical frameworks and practical approaches that healthcare leaders can take for addressing micro, meso, and macro level ethical and social issues related to healthcare management. Specific issues covered can vary, though fundamental issues of business ethics and managerial decision-making are always explored. Special emphasis is given throughout the course to ways that healthcare organizations can be both financially sustainable and a positive force for social justice.

MBA 782. Finance for the Healthcare Manager. 3 credits.
This course focuses on how managers can create value for a healthcare organization through sound financial management practices. Techniques addressed include effective employment of capital budgeting and resource allocation techniques, proper computation and use of the cost of capital, and how to deal with capital structure. Third-party payer considerations are also discussed. P. MBA 701 and Statistics.

MBA 783. Quality and Performance Improvement in Healthcare. 3 credits.
This course introduces students to the customer service and quality improvement paradigms in healthcare management. Topics include planning for service quality, developing a customer service culture, clinical practice methodologies, as well as measuring and improving quality. Students will be asked to apply concepts through real-world cases and projects. P. Statistics.

MBA 791. The Business World: A Campus and Travel Course. 3 credits. This course is designed to provide a capstone travel experience in which graduate students make on-site visits to a variety of organizations known for their business leadership and innovative practice. The overall aim is to complement a student's campus-based study of business concepts, processes, activities, and organizations. The course typically includes approximately 15 hours of on-campus study prior to and after the travel portion of the course. The travel portion of the course may involve various destinations. P. Instructor approval; Consent of the MBA Program Director.

MBA 795. Independent Study And Research. 1-3 credits. Advanced study and research in subjects not ordinarily covered by regularly scheduled courses. P. IC and approval of the MBA Program Director.

Master of Business Administration (MBA) Program

The Master of Business Administration (MBA) program consists of 33 credit hours. All students must complete four (12 credit hours) Core courses: MBA 771 Leadership and Organizational Behavior, MBA 775 Business Policy And Managerial Action, and MBA 776 Business, Ethics and Society , BIA 762 Survey of Business Intelligence and Analytics. The remaining seven courses (21 credit hours) of coursework are determined by each student's academic background, business experience, and career aspirations, but must be of sufficient curricular breadth and integrative depth that a thorough understanding of business is achieved.

Students who neither hold an undergraduate degree in business nor have extensive work experience resulting in significant expertise in a functional area(s) will be required to complete the following courses: MBA 701 Financial Reporting for MBAs, MBA 711 Managerial Finance , MBA 741 Economic Analysis for Managers, MBA 761 Marketing Management.

Students who hold an undergraduate degree in business will take Concentration courses rather than Functional Core courses. Students who have extensive work experience resulting in significant expertise in a given functional area(s) will take Concentration courses rather than Functional Core courses in that functional area(s). However, no more than four (12 hours) Concentration courses may be taken in a given functional area, and at least one Concentration course in three of the four functional areas of business must be taken in order to fulfill the breadth requirement. The four functional areas are accounting, economics, finance, and marketing. Lists of courses included in each functional area is available from the Graduate Business Programs office.

An individualized program of study will be developed and approved by the Graduate Business Programs Office in consultation with the student. The plan of study will list the required and recommended classes. Students may not earn the MBA if they have not completed the required classes in their plan of study. In certain instances a course may be waived by the MBA Program Director. When a course is waived, the student would then need to take an additional course. Decisions on waiving any requirements will be made on an individual basis by the MBA Program Director in consultation with the student.

Master of Business Administration (33 credits)

Code	Title	Credits
Core Courses		
Three core courses are required of all MBA students - 12 credits.		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
Functional Core		
Functional core courses may or may not be required based on students' academic backgrounds and business experience.		
MBA 701	Financial Reporting for MBAs	3
MBA 711	Managerial Finance	3
MBA 741	Economic Analysis for Managers	3
MBA 761	Marketing Management	3
Concentration Courses		
Concentration courses are available in all of the functional areas, and cover advanced topics in that area. Some multi-disciplinary courses may be cross-listed in more than one functional area, in which case the program of study will have to identify how to count the course. Students will complete up to eight (24 hours) of these courses based on their program of study.		
Area of Focus or Electives of Choice		9
Total Credits		33

Lists of courses included in each functional area are available from the Graduate Business Programs Office. In general, a limit of six graduate hours is allowed outside of the Heider College of Business. With approval, concentration courses could also include:

- Other 700-level MBA or BIA classes not in the functional core.
- MIM courses other than MIM 720
- 500-level courses taken for graduate credit (ACC 516 Advanced Cost Accounting, ACC 521 Advanced Accounting, ACC 538 International Accounting, ACC 544 Advanced Taxation, or ACC 579 Seminar in Accounting; ECO 538 International Economics; or FIN 558 International Financial Management). A grade of "B" or better is required in 500-level courses for graduate credit, and a maximum of six hours of 500-level courses may apply toward the MBA degree.
- Specified courses (LAW, MED, PHA, NCR, or INR) for students in the dual JD/MBA, MD/MBA, PharmD/MBA, MBA/MS-NCR, or MBA/MA-INR programs.
- Other graduate level courses (for example, in Math or Psychology).

MBA: Emphasis in Personal Financial Planning

MBA: Emphasis in Personal Financial Planning

The MBA emphasis in Personal Financial Planning is designed to deepen knowledge of financial planning and ready participants to take the CFP exam. The MBA emphasis in Personal Financial Planning requires a total

of 33 credit hours. A student can complete this program online or on-campus.

Students will learn:

- Apply and integrate financial planning curriculum by formulating a financial plan utilizing the six step process
- Analyze personal financial situations, evaluate clients' objectives, needs, and values
- Evaluate and account for the impact of economic, political, and regulatory issues relevant for the development of a financial plan
- Critical thinking skills and synthesis of necessary and relevant qualitative and quantitative information by utilizing CFP Board Standards

MBA (Personal Financial Planning emphasis) Requirements (33 credits):

Code	Title	Credits
MBA Core		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
Personal Financial Planning Core		
MBA 752 (Course being developed)		3
FIN 511	Retirement Planning and Employee Benefits	3
FIN 512	Estate Planning and Taxation	3
MBA 739	Tax Theory and Business Decisions	3
MBA 715	Investment Value and Theory	3
MBA 758 (Course being developed)		3
MBA Functional Core		
MBA 761	Marketing Management	3
or MBA 765	Marketing Information for Executives	
or MBA 767	Marketing Dynamics Seminar	
Total Credits		33

MBA: Financial Psychology & Behavioral Finance

The fields of Financial Psychology and Behavioral Finance are growing rapidly and the MBA emphasis in Financial Psychology & Behavioral Finance program will equip students to understand how psychological factors impact financial behaviors. The MBA emphasis in Financial Psychology & Behavioral Finance program requires a total of 33 credit hours. Even though this program is online only, the MBA core and MBA functional core can be taken online or on-campus to provide more flexibility for the student.

Students will learn:

- How to improve client acquisition, retention, communication and relationships
- How to effectively identify and intervene on financial beliefs and behaviors that are likely to adversely impact a client's financial health
- How to assist clients with developing a healthy relationship with money
- How to help clients overcome resistance to change and take positive actions
- How to aid clients in decreasing financial stress and increasing their income and net work

MBA: Emphasis in Financial Psychology & Behavioral Finance course requirements (33 credits):

Code	Title	Credits
MBA Core		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
Financial Psychology & Behavioral Finance Core		
MBA 753	Applied Behavioral Finance	3
MBA 754	Introduction to Financial Psychology	3
MBA 755	Personal Financial Psychology	3
MBA Functional Core		
MBA 761	Marketing Management	3
or MBA 765	Marketing Information for Executives	
or MBA 767	Marketing Dynamics Seminar	
Electives (Choose three)		9
MBA 756	The Psychology of Family Finances	
MBA 757	Financial Communication and Client Interviewing	
MBA 752 (Course being developed)		
FIN 511	Retirement Planning and Employee Benefits	
MBA 739	Tax Theory and Business Decisions	
MBA 715	Investment Value and Theory	
Total Credits		33

MBA: Executive Healthcare

This program is for physicians or mid-career healthcare executives who wish to acquire a graduate degree in healthcare administration to advance their understanding and preparedness to perform at a high level. Ideal students for this programs include clinicians who manage departments, physicians who aspire to departmental or organizational leadership, are serving on organizational leadership committees, or manage private practices or other entrepreneurial ventures. Additionally, healthcare administrators who desire to expand their knowledge base and academic preparation, or advance to higher levels of career rank will find this program appealing.

Students will be automatically registered for their courses unless the student notifies the Heider College of Business Graduate Program's Office.

MBA: Executive Healthcare requirements (45 credits):

Code	Title	Credits
Term I		
EMBA 771	Executive Leadership and Organizational Behavior	3
EMBA 762	Strategy for Healthcare Organizations	3
EMBA 755	Introduction to Healthcare Management	3
EMBA 764	Quality and Performance Improvement in Healthcare	3
Term II		

EMBA 782	Finance for the Healthcare Manager	3
EMBA 761	Healthcare Marketing	3
EMBA 774	Management of Human Resources in Healthcare	3
EMBA 781	Legal and Ethical Considerations in Healthcare Management	3
EMBA 799	Capstone	1
Term III		
EMBA 791	Healthcare Accounting	3
EMBA 775	Health Policy and Economics	3
EMBA 765	Information Systems and Data Analytics in Healthcare	3
EMBA 797	Quantitative Methods Evidence Based Decision Making in Healthcare Management	3
Term IV		
EMBA 798	Independent Study	6
EMBA 799	Capstone	2
Total Credits		45

Admission Requirements

Applicants must meet the following admission requirements:

- Bachelor's degree in business or related field from a regionally accredited college or university OR a terminal degree in medicine or another advanced clinical discipline;
- Minimum of five years of management experience or clinical practice in a healthcare organization;
- Undergraduate or professional school GPA of at least 3.0;
- Official transcripts from all educational institutions attended;
- Current resume or Curriculum Vitae;
- Statement of purpose and professional aspiration (2-3 pages, double-spaced) outlining the reasons for applying for admission, professional goals, and intended utilization of degree;
- Three professional letters of recommendation from individuals familiar with the applicant's academic background, professional achievements, and personal qualities;
- Minimum TOEFL score of 577 (paper-based) or 90 (internet-based) for students for whom English is not their first language;
- Evidence of the ability to pay for the program (typically a FAFSA)

MBA/MAC Dual Degree Program

The Master of Business Administration (MBA)/Master of Accounting (MAC) dual degree develops professionals to be ethical, socially responsible, and values-based leaders who have deep knowledge in the field of accounting. The streamlined 48 credit hour dual degree can be completed in considerably less time and cost than if the two degrees were earned separately. For the MAC student, the 9 hours of MBA core courses would be dual counted with the MBA. Accounting core courses and electives could be counted toward the 12 hours of MBA courses electives. For the MBA student, the 9 hours of MBA courses would be dual counted with the MAC program. MBA electives, if carefully selected, would fulfill the core elective courses of the MAC program. For the student engaged in both degrees concurrently, the 48 hours are achieved by taking five additional courses (15 hours)

Foundation

Applicants must meet the admissions requirements for both the MBA and MAC degree programs. All MBA/MAC students will work with the Graduate Business Programs office and the MAC program coordinator to develop a plan of study reflecting the students' academic and work backgrounds, business competencies, and career goals. Plans of study will consist of courses from the Functional Core and/or from an extensive list of Concentration courses. the relative emphasis of a student's plan of study on each of these areas will depend on each student's academic and business background.

Requirements

Code	Title	Credits
MBA Core Courses (12 hours)		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
MBA Functional Core Courses (6 hours)		
Students who are new to the study of business because they hold neither an undergraduate degree in business nor have extensive business work experience may be required to take some or all of the functional core classes. Students who hold undergraduate business degrees or have extensive business experience may elect to take one or more of these courses with the approval of the Graduate Business Program's Office or may elect to move directly to concentration courses.		
MBA 711	Managerial Finance	3
MBA 761	Marketing Management	3
MAC Core Courses (18 hours)		
ACC 516	Advanced Cost Accounting	3
ACC 521	Advanced Accounting	3
ACC 523	Advanced Auditing	3
ACC 544	Advanced Taxation	3
MAC 756	Research and Analysis of Ethical Issues in the Accounting Profession	3
MAC 761	Current Issues in Accounting	3
MAC Accounting-Discipline Electives (12 hours)		
MBA 717	Accounting Seminar: Special Managerial and Financial Accounting Issues	1-3
MBA 715	Investment Value and Theory	3
MAC 766	Graduate Internship	1-3
MAC 795	Independent Study & Research	1-3
MIM 730	Financial Statement Analysis I	3
MBA 742	Seminar in Applied Managerial Economics	3
MBA 759	Seminar in Applied Economics	1-3
MBA 779	Seminar in Management	0-9
MIM 722	Fixed Income and Derivatives I	3
MIM 732	Economics of Investment Management	3
MIM 734	Equity Analysis	3
MIM 738	Advanced Financial Analysis	3
BIA 770	Cybersecurity	3
BIA 764	Data Governance	3
MBA/MAC Electives		12

These business courses cover advanced topics in economics, finance, business intelligence & analytics, marketing, and management. To ensure appropriate breadth and depth student must take 12 hours in at least three of five functional areas (economics, finance, business intelligence & analytics, marketing, and management).

MAC Co-Curricular Activities

In addition to completing the required course work, each MAC student will also engage in two required co-curricular activities while in the program: professional and service participation. 1) A student must participate in a student or community business organization or activity (e.g., the Creighton Beta Alpha Psi chapter, the Creighton Leadership program, the Omaha Chapter of the Institute of Internal Auditors, etc.). Part of this requirement will include a written reflective piece to be submitted to the MAC Program Coordinator; 2) Each MAC student must complete at least one service project (e.g., a CCSJ-sponsored service trip, participation in VITA, a service learning component in a course, etc.) that contains a significant reflective component.

MBA/MS-BIA Dual Degree Program

The Master of Business Administration/Master of Science in Business Intelligence and Analytics (MBA/MS BIA) dual degree program allows students to combine the general business focus provided by the M.B.A. degree with the technology management thrust of the M.S.-BIA degree. The MBA/BIA can be completed online or on-campus. The streamlined program can be done in a 48 credit hour program (excluding Foundation courses) in considerably less time and cost than if the two degrees were earned separately (66 total hours). With both degrees, students will have an impressive collection of managerial and technology skills and competencies.

Foundation

Demonstrated proficiency in computer programming. Requirement can be fulfilled by either having taken a programming class or on-the-job programming experience.

Students entering the dual MBA/MS-BIA program will also need to show evidence that they have completed at least one statistics course in their undergraduate degree. Students without such a class may either complete an acceptable undergraduate course or a non-credit statistics tutorial offered for a fee by the Heider College of Business.

Requirements

Code	Title	Credits
Online/On-Campus MBA Core		
All MBA students will complete three courses that address business processes and skills fundamental to Creighton's Jesuit and values-based mission.		
Creighton's MBA program emphasizes how business leaders apply sound and coherent ethical principles to serve its stakeholders and society for the common good. To support this emphasis, all MBA students complete the following courses:		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
Online/On-Campus MBA/BIA Core		
BIA 762	Survey of Business Intelligence and Analytics	3
Online/On-Campus MBA Functional Core		
Students who are new to the study of business because they hold neither an undergraduate degree in business nor have extensive business work experience may be required to take some or all of the functional core classes. Taking these classes and the core M.B.A. courses will lead to a general competency in most areas of business. Students who hold undergraduate business degrees or have extensive business experience may elect to take one or more of these courses with the approval of the Graduate Business Program's office or may elect to move directly to concentration courses.		
MBA 701	Financial Reporting for MBAs	3
MBA 711	Managerial Finance (or MIM Elective)	3
MBA 741	Economic Analysis for Managers	3
MBA 761	Marketing Management	3
Online/On-Campus BIA Core		
BIA 772	Data Visual Analysis and Visualization	3
BIA 782	Database Management Systems	3
Online BIA Electives (On-campus may take any 700 level BIA courses)		
BIA 741	Introduction to Business and Data Analytics	3
BIA 742	Predictive Analytics	3
BIA 746	Applications of Optimization Modeling	3
BIA 781	Machine Learning	3
BIA 794	Business Intelligence & Analytics Readings	3
BIA 764	Data Governance	3
Total Credits		48

MBA/MFin Dual Degree

The Master of Business Administration/Master of Finance (MBA/MFIN) dual degree program is designed to offer either a general management education, i.e., the MBA degree, to students new to the study of business or an advanced and more specialized business education to students with a business degree and/or significant business experience, along with allowing students to focus more on their studies in finance.

Foundation

Students entering the program will also need to show evidence that they have completed at least one statistics course in their undergraduate degree or satisfy the statistics requirement by taking MIM 724. Students without a statistics class may either complete an acceptable undergraduate course or a non-credit statistics tutorial offered for a fee by the college.

Requirements

Code	Title	Credits
MFin Core (18 hours)		
MIM 722	Fixed Income and Derivatives I	3
MIM 724	Quantitative Analysis	3
MIM 730	Financial Statement Analysis I	3
MIM 734	Equity Analysis	3
MIM 740	Portfolio Management	3
MBA 711	Managerial Finance	3
or MBA 712	Advanced Managerial Finance	
MBA Core		
MBA 771	Leadership and Organizational Behavior	3

MBA 775	Business Policy And Managerial Action	3
BIA 762	Survey of Business Intelligence and Analytics	3
MBA Functional Core		
Select one of the following:		3
MBA 701	Financial Reporting for MBAs	
MBA 702	Managerial Decision-Making Using Quantitative and Qualitative Data	
MBA 717	Accounting Seminar: Special Managerial and Financial Accounting Issues	
MBA 739	Tax Theory and Business Decisions	
ACC 521	Advanced Accounting	
ACC 538	International Accounting	
ACC 544	Advanced Taxation	
ACC 579	Seminar in Accounting	
Select one of the following:		3
MBA 761	Marketing Management	
MBA 765	Marketing Information for Executives	
MBA 767	Marketing Dynamics Seminar	
Elective Group #1		3
Students must choose from one of the following:		
MIM 732	Economics of Investment Management	
MBA 741	Economic Analysis for Managers	
MBA 742	Seminar in Applied Managerial Economics	
Elective Group #2		3
Students must choose from one of the following:		
MIM 720	Ethical and Professional Standards	3
MBA 776	Business, Ethics and Society	3
Elective Group #3		3
Students must choose one elective from MBA finance, MIM or MSF offerings (subject to MFIN Director approval		
Electives		6
Students must take one course in each of the two following functional areas: Accounting, economics, BIA or marketing		
Total Credits		54

MBA/JD Dual Degree

The Master of Business Administration (MBA) degree offered through the Heider College of Business paired with the Juris Doctor degree from the School of Law prepares students for a myriad of professional opportunities through a rigorous academic curriculum with practical experience in business. Students benefit from an interdisciplinary learning environment while completing two degrees simultaneously with fewer credits than if each degree were completed separately. Individuals seeking admission to the dual program must apply to and be admitted separately by both the Heider College of Business and the School of Law. The first year of study is devoted strictly to law courses. Law students must also submit a "Notice of Intent" form to the Associate Dean of the Law School prior to enrolling in their first MBA class. This ensures that law students understand the academic rules pertaining to the JD degree.

Requirements

Code	Title	Credits
MBA Core		
All MBA students will complete four courses that address business processes and skills fundamental to Creighton's Jesuit and values-based mission.		
Creighton's MBA program emphasizes how business leaders apply sound and coherent ethical principles to serve its stakeholders and society for the common good. To support this emphasis, all M.B.A. students complete the following courses:		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
MBA Functional Core		
Students who are new to the study of business because they hold neither an undergraduate degree in business nor have extensive business work experience may be required to take some or all of the functional core classes. Taking these classes and the core MBA courses will lead to a general competency in most areas of business. Students who hold undergraduate business degrees or have extensive business experience may elect to take one or more of these courses with the approval of the Graduate Business Program's office or may elect to move directly to concentration courses.		
MBA 701	Financial Reporting for MBAs	3
MBA 711	Managerial Finance (or MIM Elective)	3
MBA 741	Economic Analysis for Managers	3
MBA 761	Marketing Management	3
Electives - Concentration		
Complete the balance of the 33 credits for the MBA degree from concentration courses available in all the functional business areas, plus 6 credits of approved JD work.		9
JD First-year Required Courses		32
JD Second-year Required Courses		22
JD Electives		18
35 electives (including the professional skills requirement) are normally required for the JD degree. 12 hours of electives may come from MBA coursework.		
Total Credits		105

See the Graduate Business Programs Office and the School of Law for complete details and requirements.

MBA/MS-NCR Dual Degree Program

The Master of Business Administration (MBA) degree offered through the Heider College of Business paired with the Master of Science in Negotiation and Conflict Resolution (MS-NCR) degree offered through the Graduate School is designed for mid-career professionals seeking to add interdisciplinary skills. By combining business administration with conflict resolution, you will be equipped with the skills you need to pursue a career in human resources, law, project management, education, or business.

Individuals wishing to obtain the MBA/MS-NCR degree must complete 48 credit hours across the two programs. The 33 hour MBA degree may be obtained by combining eight hours of NCR courses with an additional 25 hours of MBA course work. The 33 hour MS-NCR can be obtained by

combining ten hours of MBA courses with an additional 23 hours of NCR work.

Online Hybrid Program Requirements

Code	Title	Credits
NCR Courses		
NCR 620	Introduction to Conflict Engagement	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 635	Facilitative Conflict Engagement Residency	3
NCR 733	Practicum	3
NCR Electives		6
Choose 6 credits from the following:		
NCR 618	2040 Initiative Seminar: Engaging Constructively with Demographic Change	
NCR 623	Online Dispute Resolution	
NCR 629	Organizational Collaborative Practice and Conflict Engagement	
NCR 630	Health Care Collaboration and Conflict Engagement	
NCR 631	International Negotiation and Conflict Engagement	
NCR 634	Mediation Process	
NCR 720	Seminar: Special Topics in Conflict Resolution	
MBA courses		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
Total Credits		33

MBA/MIMFA Dual Degree

The 48 credit hour dual M.B.A./M.I.M.F.A program prepares students for an advanced investments and financial analysis as guided by the Code of Ethical Practice and Professional Conduct, while preparing them to be value-based leaders via the general management education of the M.B.A degree.

Foundation

All students entering the dual M.B.A./M.I.M.F.A. program will need to show evidence they have completed at least one statistics course that includes regression and correlation. Students without a statistics class will need to complete either a non-credit statistics tutorial offered for a fee through the Heider College of Business or an undergraduate statistics course.

Requirements

Code	Title	Credits
M.B.A. Core		
All M.B.A./M.I.M.F.A. students will complete four M.B.A. courses that address business processes and skills fundamental to Creighton's Jesuit and values-based mission.		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
M.B.A. Functional Core		
Students who are new to the study of business because they hold neither an undergraduate business degree nor have extensive business work experience will be required to take some or all of the functional core classes. These classes, combined with the core, will lead to a general competency in most areas of business.		
Students who hold an undergraduate business degree or have extensive business experiences will work with the Graduate Business Program's staff to select advanced courses in three of the four functional areas.		
MBA 701	Financial Reporting for MBAs	3
MBA 711	Managerial Finance (or MIM Elective)	3
MBA 761	Marketing Management	3
M.I.M.F.A. Core		
MIM 720	Ethical and Professional Standards	3
MIM 722	Fixed Income and Derivatives I	3
MIM 724	Quantitative Analysis	3
MIM 730	Financial Statement Analysis I	3
MIM 732	Economics of Investment Management	3
MIM 734	Equity Analysis	3
MIM 736	Fixed Income and Derivatives II	3
MIM 738	Advanced Financial Analysis	3
MIM 740	Portfolio Management	3
Total Credits		48

MS-ORGL/MBA Dual Degree

Master of Science in Organizational Leadership/Master of Business Administration Dual Degree

Course requirements (48 credits)

Code	Title	Credits
MBA CORE		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
MBA Functional Core		12
Students who have completed all of the Foundation requirements will need to take one advanced course in three of the four functional areas (ACC, ECO, FIN, MKT). The remaining six hours may be other MBA, BIA or MIM electives of the student's choice within the MBA program. A grade of B or better is required in any 500-level course taken for graduate credit & a maximum of six hours of 500-level courses taken for graduate credit may apply toward the MBA degree.		
MBA 701	Financial Reporting for MBAs	
MBA 711	Managerial Finance	
MBA 741	Economic Analysis for Managers	
MBA 761	Marketing Management	
MS-ORGL Core		
MSL 600	Leadership Theory, Application and Reflection	2
GRD 601	Writing for Graduate Students	1

MSL 601	Strategic Orienteering and Execution Tactics	3
MSL 602	Communicating and Leading Across Cultures	3
MSL 603	Innovation and Adaptive Change	3
MSL 604	Approaches to Human Capital	3
MSL 790	Leadership Capstone	3
Area of Focus or Electives of Choice		6
Total Credits		48

Admissions Requirements

Applicants must meet the admissions criteria for both the MBA and MSOL programs, including all necessary admissions testing.

Graduate Certificate in Enterprise Risk Management

Program Goals

Create a professional learning environment where upon completion, students will be able to:

1. Articulate how Enterprise Risk Management (ERM) enables improved strategic decision-making across the organization
2. Describe how risk assessment-based allocation of resources should ideally function within ERM models
3. Summarize the evolution of the Chief Risk Office (CRO) within organizations, and describe the implications of these changes within different ERM models
4. Develop an Investment Policy Statement for an ERM governed organization, and summarize the application within the overall enterprise strategic direction
5. Develop an Enterprise Crisis Communication Plan (ECCP) for an ERM organization, and summarize the implementation considerations needed for adoption
6. Develop an ERM framework model and plan for integration within an organization
7. Develop and analyze an ERM framework and governance model for an assigned organization

Graduate Certificate in Enterprise Risk Management requirements (15 credits):

Code	Title	Credits
ERM Required Courses (still being developed)		
MBA 720	Introduction to Enterprise Risk Management	3
MBA 721	Credit and Market Risk Fundamentals	3
MBA 722	Enterprise Risk Management-Leadership and Governance	3
MBA 723	Case Studies in Enterprise Risk Management and Governance	3
ERM Electives (choose one)		3
MBA 724	Crisis Planning and Enterprise Communication Management	3
MBA XXX: Information Controls and Cyber Security Management		
MBA XXX: Compliance, Ethics and Social Responsibility		

Graduate Certificate in Financial Psychology & Behavioral Finance

The mission of the Financial Psychology Institute (https://financialpsychologyinstitute.wildapricot.org) is to increase the understanding of how psychological factors impact financial behaviors, establish evidence-based practices for improving clients' financial health, and train financial and mental health professionals to work more effectively with clients.

Students will be automatically registered for their courses unless the student notifies the Heider College of Business Graduate Program's Office.

Graduate Certificate in Financial Psychology & Behavioral Finance course requirements (15 credits):

Code	Title	Credits
MBA 753	Applied Behavioral Finance	3
MBA 754	Introduction to Financial Psychology	3
MBA 755	Personal Financial Psychology	3
MBA 756	The Psychology of Family Finances	3
MBA 757	Financial Communication and Client Interviewing	3
Total Credits		15

Graduate Certificate in Personal Financial Planning

Graduate Certificate in Personal Financial Planning

Through the Center for Insurance and Risk Management (CFIRM) in the Heider College of Business, industry professionals who are looking to re-energize their career or move into a better position by earning their CFP®, CLU® or ChFC® professional designation or are interested in a graduate-level focus area in financial planning within their MBA degree can take courses toward a graduate certificate in financial planning that will satisfy all areas of study required to sit for the CFP® exam.

Program Goals

1. Support the continuing education needs of insurance and financial planning professionals.

2. Help to provide executives exposure to our graduate programs and opportunities for degrees.

3. Provide learning opportunities for executives looking to obtain advanced industry certifications and designations.

Admission

1. Eligibility for Admission: Applicants to the Graduate Certificate in Personal Financial Planning must have a baccalaureate degree from an accredited institution of higher education and the equivalent of Principles of Accounting I, Macro and Microeconomics, and Corporate Finance.
2. Application: A completed application form, current resume and non-refundable application fee are required.
3. Transcripts: One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Enrollment Services,

Harper Center, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.

4. Prerequisites: Students will need to have completed course work in accounting, micro and macroeconomics, and corporate finance.

Certificate Requirements

The Graduate Certificate in Personal Financial Planning consists of 18 credit hours. These 18 credit hours may also apply toward the 33 total hours needed for an MBA degree with an emphasis in financial planning. Industry professionals who do not wish to pursue the MBA degree may take these classes either for credit or non-credit. Not all classes are offered each term.

Code	Title	Credits
FIN 511	Retirement Planning and Employee Benefits	3
FIN 512	Estate Planning and Taxation	3
MBA 715	Investment Value and Theory	3
MBA 739	Tax Theory and Business Decisions	3
MBA 752 (course in development)		3
MBA 758 (course in development)		3
Total Credits		18

For information on CFIRM or the Graduate Certificate in Personal Financial Planning, visit business.creighton.edu/graduate/student-organizations/cfirm-graduates or contact Ed Horwitz, CFIRM Director, at edwardhorwitz@creighton.edu or 402.280.2476.

Graduate Certificate in Project Management

Graduate Certificate in Project Management

Graduate Certificate in Project Management

The Graduate Certificate in Project Management curriculum is designed for those who want to lead cross-functional teams to deliver exceptional outcomes and drive business value through the successful completion of projects. Aligned with the leading global standard in project management, the *Guide to the Project Management Body of Knowledge* (*PMBOK® Guide*), that is administered by the Project Management Institute (PMI), the curriculum is both experiential and pragmatic. It is designed for new and experienced professionals to apply business acumen and project management tools and techniques to meet organizational strategic goals, and is applicable to a broad range of industry sectors such as Information Technology, Finance and Banking, Healthcare, Manufacturing, Engineering, Insurance, and Construction. Courses cover many of the topics included in two of the most-regarded PMI certifications: the Project Management Professional (PMP®) and the Agile Certified Practitioner (PMI-ACP®), and cover a significant portion of the topics for several others including: Program Management Professional (PgMP)®, PMI Risk Management Professional (PMI-RMP)®; PMI Scheduling Professional (PMI-SP)®, and PMI Organizational Project Management OPM3® certifications.

Program Goals

The learning outcomes and goals of the Graduate Certificate in Project Management focus area are:

- Learners will develop competencies necessary for professional careers implementing projects in today's dynamic business environment where innovation, continuous improvement, expansion, and change are all hallmarks. This program is focused on the application of business concepts to generate solutions for contemporary business problems.
- Learners will integrate project management knowledge with leadership, team collaboration, effective communication skills, negotiation, and strategic thinking. All are vital to successful project completion today, which necessitates a flexible and adaptive mindset focused on delivering value throughout the project lifecycle. It is the application of innovative and outcome-focused approaches that leaders and managers must use to influence the work behaviors and attitudes of individuals, teams, and other groups in organizations. Building, developing, and leading teams in traditional as well as virtual environments to meet specific strategic goals is a key focus of project management.
- Learners will examine the five process groups, 10 project management knowledge areas, and 49 processes covered in the *PMBOK® Guide,* where three of the knowledge areas, Cost, Stakeholder Management and Integration require the learner to apply a stakeholder, value-based framework for financial decisions related to project alternatives for balancing responsiveness, cost, and quality.
- Learners will explore the ethical and professional standards required for project managers to effectively drive and lead change while maximizing and balancing critical resources, cost, quality, and time. These standards provide a working framework to enable maximum social and cultural value, while considering return on investment. The courses will identify and enable creation of responsible courses of action using ethical decision-making models based on the prevailing professional code of ethics and standards for project management.
- Upon completion of the program, learners interested in earning a CAPM®, PMP® or PMI-ACP® designation will have covered many of the topics and met many of the requirements to sit for these certification exams.
- Learners interested in leading improvements, innovation, and change in a broad spectrum of business areas will acquire and practice the core project management skills needed for successful completion of projects that deliver the desired outcomes to the satisfaction of the customer. To demonstrate the ability to manage change in the project environment, learners will explore and practice analyzing complex situations and soliciting feedback from stakeholders, developing innovative solutions, negotiating for necessary resources, and implementing necessary changes while justifying proposed actions.
- Learners will be able to enhance their skillsets, build a project management "toolbox, and gain the necessary knowledge to advance their careers in project, program, and portfolio management.

Admission

1. Eligibility for Admission: Admission is based on having a bachelor's degree, two letters of recommendation, two years of post-graduate work experience and an application essay discussing how the focus area fits into their career objectives.
2. Application: A completed application form, current resume, and non-refundable application fee are required.
3. Transcripts: One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Enrollment Services,

Harper Center, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.

Certificate Requirements

The Project Management certificate consists of 15 credit hours. These credits may also apply as a focus area in the MBA or MS-BIA.

Code	Title	Credits
Project Management Focus Area		
MBA/BIA 501	Managing Projects: The Fundamentals	1.5
MBA/BIA 502	Managing Projects: The Fundamentals Lab	1.5
MBA/BIA 705	Mastering Project Management	1.5
MBA/BIA 706	Mastering Project Management Lab	1.5
Select 9 credits from the following courses:		9
MBA/BIA 707	Project Management Capstone - PMP Exam Prep	
MBA/BIA 708	Project Management Capstone - PMI ACP Exam Prep	
MBA 771	Leadership and Organizational Behavior	
MBA 776	Business, Ethics and Society	
BIA 782	Database Management Systems	
BIA 787	Business Process Management	
CBI 505	Introduction to Executive Leadership	
CBI 506	Advanced Executive Leadership	
CBI 515	Business Operations-Technical Focus	
CBI 516	Business Operations-Interpersonal, Interdisciplinary, and Transversal Skills Focus	
Total Credits		15

MD/MBA Dual Degree Program

MD/MBA

Students have the opportunity to obtain a Doctor of Medicine (MD) and a Master of Business Administration (MBA) through a coordinated dual degree program offered by the School of Medicine and the Heider College of Business. This dual degree program pairs the traditional medical curriculum with a MBA degree. The MBA degree is largely completed during a sabbatical year from medical school. Students in the program complete the MBA curriculum as full-time students between the M2 and M3 years of medical school. This degree program provides students with additional career opportunities as administrators and executives in health-care related fields. It will also help MDs in large and small practices perform business-related functions more effectively and with a deeper level of understanding.

For additional information please review the Dual-Degree Programs Policy within the MD Student Handbook (https://medschool.creighton.edu/about/medical-education/md-student-handbook)**.**

PharmD/MBA Dual Degree Program

Students have the opportunity to obtain a Doctor of Pharmacy (PharmD) and Master of Business Administration (MBA) degree through a dual program offered by the School of Pharmacy and Health Professions and the Heider College of Business. This combined degree program pairs a rigorous academic curriculum with practical experience in business and pharmacy and can provide students with increased career opportunities in retail and healthcare facilities. The dual program allows both residential (on-campus) and distance PharmD students to complete an MBA degree during the time it takes to complete the PharmD program without imposing any stringent credit hour burdens on Pharmacy students. Students must apply to and be admitted separately by both the School of Pharmacy and Health Professions and the Heider College of Business' MBA program. For individuals admitted to the School of Pharmacy for the fall 2014 term and after, an applicant's PCAT score, their admission to the PharmD program *and* their cumulative PHA GPA, which must at least a 3.3, will be evidence of eligibility for admission to the MBA program, and they will not be required to take the GMAT exam. However, PHA students whose cumulative PHA GPA is below a 3.3 will be required to submit an acceptable GMAT score in order to be considered for admission to the MBA program. MBA admission decisions are based on the following factors: academic background, GPA (both undergraduate and PHA), work experience, and letters of recommendation. Interviews are not required as part of the MBA admission process. Applicants who wish to visit the campus are welcome to call to schedule an appointment.

Program Features

- A maximum of 6 hours of specified PHA coursework can be applied toward the 33 total hours required for the MBA degree.
- Campus-based MBA courses are only held in the evenings (Monday-Thursday) from 6:00-9:30pm and occasionally on Friday afternoon/evening and Saturday. A limited number of MBA classes are available online each fall, spring, and summer term. No online MBA classes are offered in the winter term.
- Students starting the PharmD program in August 2014 or after who have either obtained a bachelor's degree or are P1 students, have completed a minimum of 90 credit hours *and* have a minimum 3.3 PHA GPA are eligible to apply to the MBA program *after* their first semester of Pharmacy School. The GMAT exam will not be required for these students provided they meet all of the criteria. *NOTE:* Under no circumstances will PHA students be allowed to enroll in any 700-level graduate business classes unless they have met the minimum credit hour, PHA GPA requirement and satisfactorily completed at least one semester of PHA courses.
- The combined degree may be completed in four years of full-time study. However, PHA students are not permitted to take any MBA classes during their first semester of enrollment in Pharmacy School due to the rigorous PHA schedule. PHA students may, with written permission of the School of Pharmacy, be allowed to enroll in MBA classes the second semester of their first year of Pharmacy School.

Requirements

PharmD: Students complete all requirements for the PharmD (http://catalog.creighton.edu/pharmacy-health-professions/pharmacy-program/doctor-pharmacy/#professionalcurriculumtext) **degree.**

MBA:

Code	Title	Credits
M.B.A. Requirements (33 credits beyond the Foundation)		
The M.B.A. program is a customized program designed to offer either a general management education to students new to the study of business of an advanced and more specialized business education to students with a business degree and/or significant business experience. This customized program offers students the opportunity to develop a curriculum best suited to their backgrounds, skills, and career goals.		
Foundation		

Statistics is required for the M.B.A. degree. Students who have not taken an undergraduate statistics course will be required to either take an undergraduate statistics course or achieve a satisfactory score on a statistics competency exam administered for a fee through the Heider College of Business. Students who need to take statistics are expected to fulfill their outstanding deficiency at the beginning of their studies in order to advance to certain 700-level courses. Even though pharmacy students take a PHA statistics course (PHA 350) as part of the PharmD degree, they are not scheduled to take this course until their third year. Therefore, pharmacy students should plan on completing the online statistics tutorial within their first year in order to avoid any delays in completing the MBA degree.

Core (12 credits)

All M.B.A. students will complete the four core courses listed below that address business processes and skills fundamental to Creighton's Jesuit and values-based mission. Creighton's M.B.A. program emphasizes how business leaders apply sound and coherent ethical principles to serve its stakeholders and society for the common good.

MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3

Functional Core (9-12 credits)

Students who are new to the study of business because they hold neither an undergraduate degree in business nor have extensive business work experience may be required to take some or all of the functional core classes. Taking these classes and the core M.B.A. courses will lead to a general competency in most areas of business. Students who hold undergraduate business degrees or have extensive business experience may elect to take one or more of these courses with the approval of the Graduate Business Program's office or may elect to move directly to concentration courses.

MBA 701	Financial Reporting for MBAs	3
MBA 711	Managerial Finance (or MIM Elective)	3
MBA 741	Economic Analysis for Managers	3
MBA 761	Marketing Management	3

Tier 2 Courses (9-24 credits)

All M.B.A. students will complete the balance of their 33 credits for the M.B.A. degree by taking advanced courses in the functional areas. These business courses cover advanced topics in all areas of business including accounting, finance, economics, business intelligence and analytics, marketing, and management. 9

To ensure appropriate breadth and depth: 1) Students must take one course in each of three of five functional areas; 2) Students may take a maximum of three courses beyond MBA 771 in the management/leadership area; and 3) Students may take a maximum of four courses in any given functional area. A complete listing of courses included in each functional area is available from the M.B.A. Program Advisor.

Pharmacy students may transfer in a maximum of six hours of the PHA courses listed below toward the 33 total credit hours required for the M.B.A. degree, provided a grade of "B" or better is earned in each course.

PHA 442	Pharmacy Practice Management	
PHA 452	Pharmacoeconomics	
PHA 521	Community Management Advanced Pharmacy Practice Experience	
PHA 533	Organization Management Advanced Pharmacy Practice Experience	
PHA 541	Hospital Management Advanced Pharmacy Practice Experience	
Total Credits		33

See the School of Pharmacy and Health Professions or Heider College of Business Graduate Programs office for complete details and requirements.

B.S.(ILS) / MBA Accelerated Program

Accelerated Master's Program (AMP)
Bachelor of Science (B.S.) in Leadership/Master of Business Administration (MBA)

The accelerated MBA degree for students in the B.S. (ILS) program will allow students to begin earning credit toward the MBA degree during their final semesters in the B.S. program.

Degree Requirements

1. B.S., Leadership requirements (http://catalog.creighton.edu/undergraduate/professional-studies/leadership-bs)
2. Plan of Study below during the final semesters of the B.S. degree
3. MBA requirements (p. 61)

Code	Title	Credits
Courses to be taken during the final two to four semesters in the undergraduate program.		
GRD 600	Orientation to Creighton	0
MBA 776	Business, Ethics and Society	3
MBA 771	Leadership and Organizational Behavior	3
MBA 701	Financial Reporting for MBAs	3
MSL elective		3

Business Intelligence and Analytics (M.S.-BIA)

Program Director: Dr. Ravi Nath
Program Office: Harper Center

Graduate Study in Business Intelligence and Analytics

The Master of Science (M.S.) in Business Intelligence and Analytics (BIA) degree is a 33 credit hour program. The course of study provides a creative synergy between technology and management and is designed to meet the demands of the constantly evolving business-technology environment. Students learn to be responsible leaders who will shape how information technology drives business success. M.S.-BIA degree will be on-campus only with some courses only being offered online.

Technology touches every aspect of business, and graduates of the M.S.-BIA program are prepared to set the pace, bringing a values-centered perspective to the business world.

Program Goals

1. Exhibit disciplinary knowledge in Business Intelligence and Analytics.
2. Think critically to aid decision-making.
3. Communicate professionally.
4. Commit to action that demonstrates care for others.
5. Exhibit personal habits consistent with leadership formation.

Admission

1. **Eligibility for Admission:** Applicants for admission to the M.S. program must have a baccalaureate degree, regardless of the undergraduate field of study, and an acceptable level of scholarship from an accredited institution of higher education, along with the following documents:
2. **Application:** A completed application form, personal essay discussing how a master's degree fits in with an applicant's career plans and which aspects of Creighton's M.S. program are most appealing, current resume, and a non-refundable application fee.
3. **Recommendations:** Two recommendations are required. The recommendations should be completed by persons other than family members who are capable of assessing an applicant's performance in an academic or work setting.
4. **Transcripts:** One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Enrollment Services, Harper Center, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.
5. **Graduate Management Admissions Test (GMAT)**: The Graduate Management Admission Test (GMAT) is not required for applicants who have work experience and a minimum 3.00 cumulative GPA across all institutions attended. If the applicant's cumulative GPA is less than 3.00, the GMAT is required. For applicants without work experience, and for all applicants to the MIMFA and MFIN programs, a minimum 3.50 cumulative GPA is required for the GMAT waiver. All international students whose undergraduate degree was not granted by a US institution will be required to submit a GMAT score. Regardless of the applicant's cumulative GPA, the admissions committee reserves the right to require an applicant to submit a GMAT score if there are concerns regarding the applicant's work experience and/or the student's achievement across all math, statistics, economics and finance courses previously completed.
6. **Test of English as a Foreign Language:** The Graduate School requires all students who are native speakers of languages other than English to demonstrate competence in English. International applicants who received their baccalaureate degree from an accredited institution from the following countries are not required to show proficiency in English; Australia, Canada, Barbados, Bahamas, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guam, Ireland, Jamaica, Marshall Islands, New Zealand, St. Kitts, St. Lucia, Scotland, Singapore, Trinidad and Tobago, United Kingdom, United States, and Virgin Islands. There are 3 test scores that can be used to demonstrate competence in English. Only one of the three must be provided. **1) TOEFL:** score of 90 or above on the Internet-based Test (TOEFL iBT) with no section below 20. 2) **IELTS:** overall band score of at least 6.5 with no section below 6. 3) **Duolingo:** score of 62 or above.
7. **Financial Ability:** All international applicants must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs if an applicant is admitted to the program.
8. **Prerequisites:** Applicant to the M.S.-BIA program must show demonstrated proficiency in computer programming, either through a class or work experience and evidence that they have completed at least one statistics course in their undergraduate degree that included correlation and regression. Students without such a class may complete instead a non-credit statistics tutorial offered by the college for a fee.

Acceptance to the M.S. Program is granted to applicants who clearly demonstrate that they have high promise of succeeding in graduate business study. Interviews are not required as part of the admission process.

Degree Programs

- M.S., Business Intelligence and Analytics (M.S.-BIA) (p. 75)
- M.S., Analytics (p. 75)
- MBA/MS-BIA Dual Degree (p. 64)

Graduate Certificate in Business Analytics

- Business Analytics (p. 75)

Courses

BIA 501. Managing Projects: The Fundamentals. 1.5 credit.
This course introduces the basic concepts of strategic leadership, project planning, and management. It will examine and consider the practical applications of strategic leadership, project planning, and project management. Students will then apply these concepts and principles in real-world scenarios. Based on the Project Management Institute's PMBok Guide 5.0, participants will apply the ten knowledge areas of projects to the five project processes: 1) defining, 2) planning, 3) executing, 4) monitoring and controlling and 5) closing. The course provides a look at a leader's role in leading projects, programs and portfolio management and the project manager's role in projects and programs. As a cross-listed 500 level course, graduate level students will be required to complete additional assessed work as part of this course.

BIA 502. Managing Projects: The Fundamentals Lab. 1.5 credit.
The lab is an experiential learning simulation for a project introducing the application of all knowledge areas as a team executes a project through all five project processes. The lab is frequently delivered on-site as non-credit. The lab provides the introduction to the concepts for the lecture/on-line courses reflective learning processes.

BIA 600. Introduction to Programming. 1 credit.
This course is designed to provide a foundation in a programming language. This course will teach several things: the mental model of a programmer, how to problem-solve, how to devise creative solutions to problems, the terminology of technology/computers/software/hardware, and of course, some programming along the way.

BIA 603. Python Programming for Analytics. 3 credits.
This course is designed to provide a foundation in Python, focusing on how it is used for data analytics. This course will teach several things: the mental model of a programmer, how to problem-solve using computational thinking, how to devise creative solutions to problems, the terminology of technology/computers/software/hardware, and of course, some programming along the way. Popular data analytics libraries will also be incorporated, including Pandas, Numpy, and SciPy. No programming experience is expected.

BIA 604. Information Technology Concepts. 1.5 credit.
This course provides coverage of the role of key concepts and elements of information systems and their role in business organizations, emphasizing applications of information systems and the current issues facing their managers and users. Lecturers, discussions, presentations, and students work will seek to foster an understanding of the strategic importance of information systems, their impact on people and organizations, the many ways they can improve the work practices within firms, and the ways they can improve a firms' products.

BIA 705. Mastering Project Management. 1.5 credit.
This builds on the knowledge and fundamentals learned in Managing Projects: The Fundamentals. This course features experiential learning to strengthen skills in defining, planning, executing, monitoring and controlling and closing projects in a variety of settings. More tools and methods are introduced for the ten management knowledge areas: scope, time, cost, integration, stakeholder, quality, human resources, communication, risk & procurement. More advanced topics are explored in the areas of teams and leadership, project performance management, procurement, risk management and interpersonal and soft skills for the human side of project management. Advanced study includes the use of various performance measurement systems and tracking tools to aid in scheduling and managing projects. This course is based on the PMBok 5.0, and covers the processes and knowledge areas of projects. It provides an in-depth look at project management from a leader's role in leading projects, programs and project portfolios. It includes flexible and pragmatic review of variations and overlaps in project approaches and techniques such as waterfall, agile, scrum, and Kaizen practices to provide the participant with a practical application orientation for the pros and cons of each. A practicum approach to applying the knowledge learned to business applications is a part of the applied case study approach of this course.

BIA 706. Mastering Project Management Lab. 1.5 credit.
The lab is an experiential learning simulation for applying the concepts for Mastering Project Management. It uses both simulation and project management software apply to all knowledge areas as a team executes a project through all five project processes. The lab is frequently delivered on-site as non-credit. The lab provides the introduction to the concepts for the lecture/on-line courses reflective learning processes.

BIA 707. Project Management Capstone - PMP Exam Prep. 3 credits.
This course reviews all aspect of project management in the five processes and ten knowledge areas aligned with the PMBOK® Guide for the PMI PMP® & CAPM® Credential exam. The Project Management Professional (PMP®) is the recognized professional certification for Project Managers. It demonstrates knowledge competence in leading, managing and directing projects, programs and portfolios. This is an exam preparation and review course.

BIA 708. Project Management Capstone. 0-3 credits.
The PMI Agile Certified Practitioner (PMI-ACP)® formally recognizes your knowledge of agile principles and your skill with agile techniques. The PMI-ACP spans many approaches to agile such as Scrum, Kanban, Lean, extreme programming (XP) and test-driven development (TDD.) If you work on agile teams or if your organization is adopting agile practices, the PMI-ACP is a good choice for you. This is an exam preparation and review course.

BIA 710. Development Technologies for the Web. 3 credits.
As the interest in web sites becomes more widespread, so have peoples expectations. It is increasingly obvious that the functionality provided by HTML is insufficient. This is particularly true as more and more web sites are used to interact with databases. Many scripting and actual programming languages and environments such as CGI, Javascript, and flash are being turned to as they can provide the added functionality demanded by today's commercial web sites. This course will explore these and other technologies and use them to create web sites. P. Demonstrated proficiency in programming.

BIA 729. Statistics for Data Scientists. 3 credits.
Properly applying statistical methodology to the analysis of business data benefits from a firm grasp of statistical concepts and techniques. This course strives to bring depth to the data scientist's toolbox of statistical methods by introducing the fundamental mathematical and statistical concepts underpinning modern statistical methods of data analysis.

BIA 731. Information Systems Management. 3 credits.
This course provides an in-depth coverage of the role of information systems in business organizations, emphasizing applications of information systems and the current issues facing their managers and users. Lectures, discussions, presentations, and student project work will seek to foster an understanding of the strategic importance of information systems, their impacts on people and organizations, the many ways they can improve the work practices within firms, and the ways they can improve a firm's products. Note: The program director may waive BIA 731 and require an additional BIA elective for students who have successfully completed MIS 253 or an equivalent course.

BIA 733. Systems Integration. 3 credits.
Addresses the circumstances surrounding the reliance of most organizations on information technology products and resources from many different sources, both internal and external to the organization. The concepts and methods associated with coordinating an infrastructure of hardware, software, networks, services, and training resources will be discussed and applied. Issues concerning the preparation, distribution, and evaluation of requests for proposal (RFP), contracting and acquisition of information technology products, and managing a team of vendors and contractors, will be considered and illustrated with case studies. Exercises will offer students an insight into the complexities of such topics as outsourcing, integrating legacy systems with current applications, and managing system evolution. P. IC.

BIA 734. Introduction to User Experience Design. 3 credits.
Current trends in system design towards development of systems which fit in better with what humans find natural and easy to do motivate this course. The course focuses on information about human behavior, cognition, abilities and limitations, and other characteristics that are relevant to interaction with information systems. Specific strategies which apply these concepts in order to improve usability will be explored. Benefits of the incorporation of human factors into information processing systems such as less training, fewer errors, increased ability to perform complex operations, less stress, and faster work will also be discussed. Students will have the opportunity to incorporate human factor principles in an information system in order to maximize human-computer cognitive compatibility. P.BIA 731 or equivalent.

BIA 735. Information Systems Project and Risk Management. 3 credits.
The role of systems analysis, decision analysis, and risk analysis in the project management process; managerial issues; analytical techniques of project management including CPM/PERT; budgeting processes; resource management; project control; use of project management software. P. Statistics.

BIA 736. Managing Information Resources. 3 credits.
This course focuses on the managerial issues faced by business and information systems (IS) managers in today's technology rich business environment. Special emphasis is placed on information as a critical resource and on its role in policy and strategic planning. The course discusses the issues and techniques relevant to the effective management of information resources. It will take a broad perspective by examining the internal, external, and strategic planning issues involved in IS resource management. The course will also use Harvard Business School cases and other cases to explore the managerial, technical, and behavioral issues relevant to IS resource management. P. BIA 731 or equivalent.

BIA 738. Emerging Technologies. 3 credits.
According to Moore's law, the amount of information storable in one square inch of silicon has roughly doubled yearly every year since the technology was invented. This phenomenon is causing numerous new and promising advances in information technology. Businesses capitalizing early on the adoption of some of these key technologies stand to gain significant competitive advantage. Unfortunately, organizations are in a quandary with respect to the identification, use and management of these emerging technologies. The primary focus of this course will be on the identification, acquisition, management and use of emerging technologies. P. BIA 731 and BIA 782.

BIA 740. Data Mining Techniques for Business. 3 credits.
Advances in information and data capture technologies have accelerated the rate at which organizations are able to gather large volumes of data pertaining to customers, suppliers, competitors, and other entities of interest. These databases are rarely tapped for the wealth of information they may hide. The purpose of this course is to deal with the issue of extracting information and knowledge from large databases. The extracted knowledge is subsequently used to support human decision-making with respect to summarization, prediction, and the explanation of observed phenomena (e.g. patterns, trends, and customer behavior). Techniques such as visualization, statistical analysis, decision trees, and neural networks can be used to discover relationships and patterns that shed light on business problems. This course will examine methods for transforming massive amounts of data into new and useful information, uncovering factors that affect purchasing patterns, and identifying potential profitable investments and opportunities. P. Statistics.

BIA 741. Introduction to Business and Data Analytics. 3 credits.
The course provides an overview of business analytics as well as introduces and reinforces the concepts common to all modern statistical methods. Coverage includes sampling, confidence, hypothesis testing, and simple linear regression.

BIA 742. Predictive Analytics. 3 credits.
Organizations are gathering and storing massive amounts of data, from individual medical records to airline-passenger profiles. Faster computers and algorithms have becomes available to visualize and transform this data into information for improved decision-making. Specifically, this ability allows organizations to fully tap into these capabilities to glean valuable insights, patterns, and trends. Deployment of predictive analytics allows organizations to predict future outcomes by studying the relationships among variables from existing data. This course discusses the process of developing, evaluating, and deploying predictive models in an application-oriented environment. The course is applied in nature and extensively uses examples, readings, and hands-on exercises to reinforce the concepts. P. BIA 741 and BIA 782 or IC.

BIA 746. Applications of Optimization Modeling. 3 credits.
Quite often, decision-making challenges involve several options or alternative courses of action, thereby making it cumbersome for the decision-maker to choose the "right" decision. Determining the best alternative is especially difficult in circumstances involving uncertainty and risk. Optimization modeling tools help the decision-maker find the optimal solution through a systematic approach of formulating the problem, solving it with the appropriate quantitative tool(s) and interpreting the results. Accordingly, the overarching purpose of this class is to help students improve their quantitative skills and make better decisions with the aid of mathematical modeling tools. This course introduces students to the basics of optimization modeling and analyses. Specifically, students will have a working knowledge of linear, non-linear and integer programming models in a variety of business contexts. In addition, sensitivity analyses and "what if" scenarios will be examined. Brief lectures, problem-solving, and discussions of real-world issues will be used to facilitate learning. P. BIA 741.

BIA 755. Data Wrangling. 1.5 credit.
Methodologies and tools for acquiring data from multiple sources and combining them to create useable data sets are critical to fully harness the potential of big data and analytics. Topics such as data validation, handling missing data, data acquisition and web scraping are discussed. P. ANX 603 or Coding experience or IC.

BIA 760. Strategic Leadership in IT. 3 credits.
A study of how technology, especially information technology, can be used as an essential component of the global strategy of an enterprise. Emphasis is on linking technology policy with corporate strategy and identifying technology options that will ensure the most effective execution of organizational strategy. Electronic commerce is examined as a strategic technology application. Topics also include external and internal strategic analysis, technology forecasting, benchmarking, corporate intelligence, knowledge management and planning and control strategies. Strategic technology planning is examined from a historical perspective; concepts essential to technology security and information assurance are introduced. This course will also cover the analysis of the role of the chief information or technology officer in leading the new fast-paced, information age organization.

BIA 762. Survey of Business Intelligence and Analytics. 3 credits.
Business Intelligence (BI) and Data Analytics are at the forefront of modern business management and have become key components in accomplishing strategic and operational goals. This course explores the fundamental sources of BI and surveys the new frontiers of data management and analytics, while introducing techniques and tools used to transform data into actionable information.

BIA 764. Data Governance. 3 credits.
This course explores data governance, and why it is essential to data and analytics-driven organizations. The elements of data governance (e.g., principles, policies, functions, metrics, technology, tools, etc.) are discussed, along with the process of designing, deploying and sustaining an effective data governance program. Additionally, students will explore master data management (MDM), data quality, and security, privacy, and regulatory compliance topics, identifying the impact of each on effective data governance and data strategy execution. P. BIA 731 or BIA 762.

BIA 765. Information Systems and Data Analytics in Healthcare. 3 credits.
This course explores the current healthcare environment through both the payer and provider perspectives. Using strategic tools, data analytics, and information systems, students will gain insight into innovative and practical techniques for combating and exploiting current healthcare industry challenges and opportunities via technology.

BIA 766. Graduate Internship. 1-3 credits.
This course is intended to provide graduate-level credit for significant program-related practical experience, coupled with a research component that utilizes the context of this practical experience as its primary vehicle of inquiry. Students must work a minimum of 150 hours for the sponsoring employer during the semester. In addition, the student must complete a research project related to this work, which has been planned and carried out under the direction of a graduate faculty supervisor, with the approval and cooperation of the sponsoring employer. The student's internship employment and faculty supervision for the research component must be arranged before registration for the course will be allowed. The course is graded Satisfactory/Unsatisfactory and only 3 hours of internship credit may be used to satisfy graduation requirements. P. IC and approval of the Associate Dean for Graduate Business Programs.

BIA 770. Cybersecurity. 3 credits.
This course will provide students with a solid technical understanding of cybersecurity or computer security. Students will gain an understanding of security concepts and explore a variety of technical tools that cover a wide range of security topics including governance, network security, database security, application security, cryptography, access controls, and incident and disaster response. P BIA 731 or IC.

BIA 772. Data Visual Analysis and Visualization. 3 credits.
Information Visualization is an active, hot area in BIA. The presence of big data in business today, along with the need for fast, accurate, and timely decisions based on information make information or data visualization critical. However, this is a new field for business. It is in its infancy, and that means while there are good examples of it out there, there are more bad examples. As a result, there is much to be learned. P. BIA 741 or IC.

BIA 775. Ethics in Data Analytics. 1.5 credit.
Students will be introduced to the concept of big data ethics, and become familiar with some of the key types of ethical challenges in this area, as well as ethical precepts and moral codes to give them guidance. From this course students should be able to identify ethical considerations and reason critically to arrive at moral decisions with issues surrounding big data, particularly privacy and confidentiality, responsible use of data, and accurate representation of data and avoidance of algorithmic bias.

BIA 780. Applications of Artificial Intelligence. 3 credits.
This course will provide a survey of the theory and applications of artificial intelligence in the business decision environment, with an emphasis on artificial neural networks. Students will engage in reviews of current expository and research literature in the area and will attain hands-on experience with computer packages supporting the creation of these types of systems. Neural network design projects will be required of all students. P. Calculus and demonstrated proficiency in programming.

BIA 781. Machine Learning. 3 credits.
This course is designed to provide students with a foundation in machine learning as used in business analytics. Machine learning, while not a new field, has become of increasing interest to business due to its ability to provide predictive ability. Topics covered include machine learning approaches to prediction, classification and clustering. P. BIA 762 or instructor consent.

BIA 782. Database Management Systems. 3 credits.
Introduction to business database applications. Includes data modeling, relational database design techniques and data collection, storage, manipulation, and retrieval strategies. Introduction to NoSQL and other Big Data concepts. P. BIA 731 or Instructor Consent.

BIA 784. User Interface Design for the Web. 3 credits.
Everything we used is designed by someone else. Any person who wants to design for others must develop a high degree of sensitivity of the nuances of good and bad design. This course specifically targets such nuances with respect to humans, information systems and interfaces. The human and task factors that must be considered and explicitly incorporated into user interfaces will be explored. Future trends in user interfaces will also be discussed. P. BIA 734 and BIA 788.

BIA 785. Wireless Technologies and Mobile Commerce. 3 credits.
This course will explore the impact of wireless and mobile e-commerce on the ways in which business is conducted in this electronic era, as well as the technologies involved in developing systems that will support this way of doing business. The course aims to provide the student with a balanced coverage on both the managerial and technical issues relevant to wireless and mobile e-commerce. P. One semester of a programming language or equivalent experience in C, C++, Java, Visual Basic or some or some other modern programming language.

BIA 787. Business Process Management. 3 credits.
As Jack Welch put it "The power of your company is contained in the processes themselves." This course is designed to provide the student with the tools they need to effectively analyze, improve, and redesign business processes to improve business performance. Students will learn and use business process management techniques such as business modeling, six sigma techniques and change management. Case studies, practical hands on experience with business process modeling techniques and tools will be used in class to prepare the student for a business process management project in which the students will work with a company or public institution to evaluate their current processes and develop process recommendations for this institution, a plan to implement these changes and a change management plan to gain the buy in of the employees and stakeholders. P. BIA 731 or IC.

BIA 788. Business Information Analysis and Process Design. 3 credits.
This course is an applied study of the process of information systems development using project management techniques. Lectures, discussions, readings and exercises will address the areas of information analysis, requirements determination, detailed logical design, physical design, implementation planning, computer technology, project management and organizational behavior. Through regular deliverables associated with the cumulative project file of a running case, students will follow a widely used structured development methodology (the data flow diagramming approach) in conducting team-oriented systems analysis and design projects. P. BIA 731 or equivalent.

BIA 789. Seminar:Advanced Topics in Information Technology Management. 1-3 credits.
The content of this course will vary depending on the topic and instructor. With the permission of the instructor, the course can be repeated one time for credit, provided the course content is different. P. The prerequisites will depend on the course content.

BIA 790. Information Technology Projects. 3 credits.
In this course the student undertakes a significant research project under the guidance of a faculty mentor. The project will deal with topics in information technology that are significant value to businesses. Established research methodologies will be used in identifying, examining, synthesizing, and disseminating information. P. IC.

BIA 792. Database Warehousing and Advanced Database Systems. 3 credits.
This course provides the principles and concepts for planning, designing, implementing, and using data warehouses. We study the importance of planning the data warehouse project; architecture and infrastructure considerations; dimensional modeling; data extraction, transformation, and loading; and how information is delivered to the user via business intelligence applications. We also explore some evolving topics and trends related to data and database systems. P. Knowledge of database concepts or Instructor consent.

BIA 794. Business Intelligence & Analytics Readings. 3 credits.
This course is a readings course where students study books, current articles, and position papers about a specific chosen BIA topic. This course seeks to expand students' thinking and provides an opportunity for self-reflection. This is accomplished by reading, analyzing, sharing, reflecting and then reformulating the way we look at things/concepts in the Business Intelligence & Analytics realm. The readings will vary depending upon the theme/topic. P. Instructor Consent.

BIA 795. Independent Study and Research. 1-3 credits.
This course is for the study of topics that do not enjoy regular course offerings. P. IC and approval of the M.S.-BIA Program Director.

BIA 799. Master's Thesis. 1-3 credits.
Students wishing to pursue the thesis option for satisfaction of degree requirements are responsible for identifying a BIA faculty member who is willing to supervise the thesis. Acceptance of thesis supervision responsibility is at the sole discretion of the faculty member. Hence, the thesis option may not be available for all interested students. Prior to enrollment in the thesis course a written proposal for the thesis must be approved by a majority of the BIA program faculty. Pursuant to a defense of the thesis, the completed thesis must be approved by a majority of the BIA program faculty before a grade is assigned. Thesis students will be required to enroll in BIA 799 in two consecutive semesters, normally their final two semesters in the program. Only three of these hours may be used toward the fulfillment of elective course requirements.

Analytics - M.S.

The Master of Science Analytics program will prepare you to manage data from a variety of sources, use analytical tools to gain insights from data, and effectively model and communicate findings and results to key stakeholders and decision-makers within your organization.

Program Highlights:

- Enables students to manage a wealth of data, gain insights from data and communicate findings to key decision makers.
- Gain practical knowledge in predictive and prescriptive analytics, data visualization and modeling, machine learning, database management, research and more.
- Can be completed entirely online in as little as two years.

Master of Science, Analytics requirements: 33 credits

Code	Title	Credits
Core required courses		
ANX/BIA 603	Python Programming for Analytics	3
ANX/BIA 729	Statistics for Data Scientists	3
ANX/BIA 755	Data Wrangling	1.5
ANX/BIA 775	Ethics in Data Analytics	1.5
ANX/BIA 742	Predictive Analytics	3
ANX/BIA 772	Data Visual Analysis & Visualization	3
ANX/BIA 781	Machine Learning	3
ANX/BIA 782	Database Management Systems	3
Floating Courses (12 hours) May be chosen from list below or new topics assigned by Director		12
ANX/BIA 746	Application of Optimization Modeling	
ANX/BIA 764	Data Governance	
ANX/BIA 792	Data Warehousing and Advanced Database Systems	
ANX/BIA 794	Business Intelligence & Analytics Readings	
Total Credits		33

Business Intelligence and Analytics - M.S.

The On-Campus Master of Science (M.S.) in Business Intelligence and Analytics (BIA) consists of 33 credit hours. All students complete the 12 hours of Core components and select 21 hours of Electives that are consistent with their career interests.

Code	Title	Credits
Core Courses		
BIA 762	Survey of Business Intelligence and Analytics	3
BIA 772	Data Visual Analysis and Visualization	3
BIA 782	Database Management Systems	3
MBA 776	Business, Ethics and Society	3
Electives (21 Credit Hours)		
Students should select Elective courses based on their area of interest. At least 15 hours must be other 700-level BIA/ANX courses. 6 hours of Electives may be selected from other 700-level MBA courses; MIM 722, MIM 724, MIM 726, MIM 730, or MIM 732; or 500-level courses taken for graduate credit (ACC 516, ACC 521, ACC 538, ACC 544, or ACC 579; ECO 538; or FIN 558).		21
Total Credits		33

Graduate Certificate in Business Analytics

The graduate certificate in Business Analytics consists of 15 credit hours of graduate course work. Students approved to enroll in business graduate-level courses at Creighton are eligible to enroll in this certificate program. During the course work students are required to work on projects that involved real-world data sets. This certificate is designed for students who wish to engage in data and information analysis, explore and develop basic data-driven models for predicting outcomes and events, and obtain a good understanding of analytics that can be applied in various parts of a business to achieve operational efficiencies and enhance decision making.

Graduate Certificate in Business Analytics Requirements (15 Credits):

Code	Title	Credits
Each of the following required courses:		
ANX/BIA 603	Python Programming for Analytics	3
ANX/BIA 729	Statistics for Data Scientists	3
ANX/BIA 782	Database Management Systems	3

At least six credits from the following list:		6
ANX/BIA 742	Predictive Analytics	
ANX/BIA 746	Application of Optimization Modeling	
ANX/BIA 755	Data Wrangling	
ANX/BIA 772	Data Visual Analysis & Visualization	
ANX/BIA 775	Ethics in Data Analytics	
ANX/BIA 781	Machine Learning	
ANX/BIA 792	Data Warehousing and Advanced Database Systems	
ANX/BIA 794	Business Intelligence & Analytics Readings	
BIA 780	Applications of Artificial Intelligence	
Total Credits		15

Christian Spirituality

Program Director: Eileen C. Burke-Sullivan

http://www.creighton.edu/christianspirituality/

Graduate Study in Christian Spirituality

Creighton University's graduate program in Christian Spirituality holds as its primary value the integration of these three elements:

1. a thorough knowledge of Christian Spirituality based on Scripture, Church Tradition and Christian heritage, contemporary theology and psychology with an emphasis on Ignatian Spirituality;
2. experiential appropriation of the mysteries of the Christian faith, grounded in human development through reflection, prayer and communal worship;
3. an apostolic orientation directed toward more effective ministry skills especially toward preparation for giving spiritual direction and directed retreats. These are not viewed as successive stages or compartments but as a lived synthesis of mind, heart and mission.

Program Goals

At the completion of their program, the graduates will:

1. Master the skills required to deliver spiritual direction in the contemplative evocative manner in an individual retreat setting and adhere to Spiritual Directors International's Standard of Ethical Practice (Certificate program).
2. Analyze, interpret, and critique advanced scholarly writing in the field of study of Christian Spirituality.
3. Effectively communicate information within the field of Christian Spirituality to specialists and non-specialists alike, both orally and in writing.

Admission

Prerequisites for Admissions

A baccalaureate degree; 12 recent credits in: Old Testament, New Testament, Theological Ethics and some type of Contemporary Christian Theology; Share the spiritual goals of the program. In addition, Certificate candidates must be 30 years of age, have a history of two years of regular spiritual direction and currently receiving spiritual direction.

An 8-day silent retreat is required before beginning the second summer of Certificate study. It is recommended, but not required, that candidates complete an 8-day silent, directed retreat prior to entering the program.

Admission Requirements

All applicants must provide three letters of recommendation addressing their life of faith and prayer in addition to the usual credentials for admission to the Graduate School. It would be helpful to the admission committee if the applicant provided a short letter of introduction explaining their reasons for seeking the degree and or certificate. All materials should be sent to the Graduate School.

Degree in Christian Spirituality

- M.A., Christian Spirituality (p. 80)

Certificates offered through Christian Spirituality

- Spiritual Direction and Directed Retreats (p. 80)
- Ignatian Tradition (p. 80)

Courses

CSP 660. Dreams and Spiritual Growth. 1-3 credits. SU (Same as THL 660)
This course will explore the significance of dreams in discerning spiritual growth. Some attention will be given to the role of dreams in scripture and Christian tradition. The primary aim of the course is to familiarize participants with the psychology of dreaming and with contemporary methods for discerning the religious meaning of one's dreams: in one's own spiritual growth and development as well as in working with dreams in the context of spiritual direction.

CSP 661. T'ai Chi Chih: Joy Through Movement. 1 credit. SU (Same as THL 661)
T'ai Chi Chih's body movement meditation releases stress by relaxing the body and refreshing the mind. The twenty simple movements can be done by all regardless of age and physical condition.

CSP 663. Pastoral Approaches To Psychopathologies. 1-3 credits. SU
Overview of the more usual sorts of abnormal behaviors likely to be encountered in counseling sessions conducted by pastors and spiritual directors. Diagnosis, treatment techniques, referrals. Emphasis on cases presented by students and on practical modes of intervention. P. CSP 780 or equiv.

CSP 664. Spirituality of John. 1-3 credits. SU (Same as THL 664)
Course examines themes from writings of John central for spirituality.

CSP 665. Prayer and Priestly Identity. 1-3 credits. SU
This course aims to form participants in a whole-hearted embracing of the distinctive spirituality of the diocesan priesthood as that relates to the unique identity of the diocesan priesthood, so as to help foster a more effective exercise of pastoral authority and charity in the service of the Church.

CSP 666. Centering Prayer And The Experiencing Of God. 1 credit. SU (Same as THL 666)
Contemplative practices such as Lectio Divina and centering Prayer, which directly cultivates the experience of God's presence and extend the interior silence of prayer into daily life. Additional topics include prayer as relationship, the experience of the Dark Night, and fruits of contemplative prayer in daily activity.

CSP 667. Contemplative Theological Reflection. 1-3 credits. SU (Same as THL 667)
Through the development of the skill of contemplative theological reflection, CSP students learn to reflect on their personal and ministerial or work experiences to discern the call of transformation and integration in the midst of the Christian tradition and world realities. This is a personal and group process and takes place in a peer faith setting.

CSP 669. Salesian Spirituality. 1-3 credits. SU (Same as THL 669)
Introduction to the Salesian spiritual tradition co-founded in the 17th century by Francis de Sales and Jane Chantal. Seminal texts such as the Introduction to the Devout Life and the lives of the founders will backdrop discussion of central Salesian themes as resources for contemporary living.

CSP 670. Art and Spirituality. 1-3 credits. OD, SU (Same as THL 670)
With an experiential, hands-on format using watercolor and other art media this course provides an opportunity for right-brain expressions of prayer, spiritual understanding, and experience of God.

CSP 671. Mindful Movement. 1 credit. SU
The integration of body, mind, and spirit is an essential tool for bringing awareness to the self and relationships both spiritual and emotional. As a component part of larger disciplines for spiritual growth and wellness, this course is designed to teach students the fundamental practices of prayerful moving meditation. Through these practices students will develop an understanding of how to integrate this tool into spiritual awareness and spiritual direction.

CSP 672. True Self/ False Self: The Enneagram and Spiritual Transformation. 1 credit. SU
Within the True Self./ False Self framework, the Enneagram will be appropriated as a vehicle for spiritual growth and transformation. Topics will also include the Enneagram in Discernment and Spiritual Direction.

CSP 673. Spiritual Dialogue: East Meets West. 1-3 credits. SU (Same as THL 673)
Overview of perspectives and practices from Eastern wisdom that have parallels in Christianity and can deepen prayer experiences, as well as Eastern ideas that challenge Christian beliefs.

CSP 675. Spirituality of Luke-Acts. 3 credits. SU (Same as THL 675)
Study of the spirituality implicit in Luke's two-volume masterpiece. Focus on God, Jesus, Holy Spirit, discipleship, possessions, community, mission, the Christian reading of the Hebrew Scriptures , and how narrative is a vehicle of theology and spirituality.

CSP 676. Giving 19th Annotation Retreats. 1 credit. SU
How to give retreats to people in everyday life according to Annotation 19 of the Spiritual Exercises of St. Ignatius.

CSP 677. Spirituality, Psychological Foundations, and Practice of Forgiveness. 1-3 credits. SU (Same as THL 677)
The imperative to forgive is central to Christian identity, discipleship, and building authentic intimacy with God and others. This course explores spiritual, theological, and psychological perspectives on forgiveness. Through journaling, prayer, guided reading/reflection, and class discussion, students will be encouraged to develop, practice, and personally appropriate a spirituality of forgiveness.

CSP 678. The Spirituality of Paul. 1-3 credits. SU (Same as THL 678)
A study of the Pauline correspondence to analyze what these letters imply regarding the gospel vision as a way of seeing that leads to a way of being. Special attention to Paul's Jewish background and his use of that tradition to explain Jesus as the climax of the covenant and his way as the fullness of human being; creation, community, cross, new creation.

CSP 679. BioSpiritual Focusing. 1-3 credits. SU
This course will explore, through experiential practice, lecture, and discussion, the dimension of felt meaning carried in the body that, attended to in a caring way, becomes a bridge to deeper understanding and growth in Christian spirituality.

CSP 680. Women and the Bible. 1-3 credits. (Same as THL 518, WGS 518)
Study of select biblical traditions that represent women and/or prescribe women's behavior, with attention to ancient gender constructs; the primary focus will be exploration of diverse women's readings of biblical texts and their implications for Christian spirituality.

CSP 690. Supervision For Spiritual Directors. 1-3 credits.
A workshop for spiritual directors who are interested in acquiring or improving the skills necessary to supervise others in this ministry.

CSP 691. Eco Spirituality. 1-3 credits. SU
This course explores emerging environmental spirituality within the broad Christian spiritual tradition. The course considers the Christian understanding of the relationship between humans and non-human nature. It also considers Christian practices that can be re-imagined to foster sustainable living.

CSP 698. Introduction to Writing for Spirituality. 1 credit.
Through a combination of group classes and individual appointments, the course provides a tutorial in graduate writing for Christian Spirituality. General stylistic concepts are taught and practiced on the students' assigned papers. Tools such as using writing partners, reading text aloud, developing a distinctive writing voice and other important elements of writing analysis, integration and synthesis essays will be introduced and practiced.

CSP 699. Writing for Spirituality. 1 credit.
A course for students which offers an opportunity for individual mentoring in the skills necessary to complete capstone essays in graduate-level English where emphasis is placed on writing that is the fruit of reflection on both academic study and personal appropriation.

CSP 702. The Gospel of Mark. 3 credits. OD, SU
In-depth study of the earliest gospel, using historical, literary and theological perspectives. Special attention to Mark's use of the Old Testament, his interpretation of Jesus and the Church, and the implications for using this text for Christian life and worship today.

CSP 715. Marian Spirituality. 1-3 credits. SU (Same as THL 715)
This course will explore "Mary as mother and teacher of the spiritual life," e.g., Mary and the Holy Spirit, Mary's virtues, Mary as first disciple of the Lord, as Servant of the Lord, and as Model of the Church. This course likewise studies the various expressions of Mary's place in the universal call to holiness, e.g., the "Marian thread" in the lives of the Saints, with a special emphasis on the new Saints and Blesseds of Pope John Paul II.

CSP 716. Spirituality of Reconciliation: Global and Social Perspectives. 1-3 credits. SU (Same as THL 716)
Explores biblical, sacramental, theological and spiritual dimensions of Christian reconciliation. Examines global case studies of Christian social reconciliation such as South Africa, Northern Ireland, Rwanda, and the American South. Students will be asked to develop a spirituality of social reconciliation for their own local Christian communities.

CSP 717. Jungian Psychology and Christian Spirituality. 3 credits. SU (Same as THL 717)
This course will explore the relationship between major aspects of Jung's psychological theory and Christian Spirituality. The principal aim of the course is to familiarize participants with basic concepts of Jungian psychology and to assimilate what is most useful in Jung for pastoral practice, one's own spiritual life and development as well as spiritual direction. Some films and fairytales will be used to convey concepts.

CSP 718. A Theology and Spirituality of Conversion. 3 credits. SU (Same as THL 718)
Freedom to respond to the grace of conversion into the likeness of the Son of God is the hallmark of Christian discipleship and the hoped for outcome of spiritual direction in general and the Spiritual Exercises in particular. To balance theory with practice we will examine Ignatius of Loyola's human and spiritual conversion. Students will apply course work to their personal growth and development so as to better prepare for the ministry of spiritual direction.

CSP 719. Catholic Devotions in a Global Context. 1-3 credits. SU
Theological, historical and practical consideration of the rich devotional traditions of the global Catholic Church. Attention given to the role devotions play in the spiritual life, the variety of cultural forms devotions take and preparation of the spiritual guide to discern the place of devotions in a directee's life.

CSP 720. Celtic Spirituality. 1-3 credits. SU
This course explores the wisdom of the Celtic Saints and their holistic approach to God, the earth, life, and others. Students will examine the principal characteristics of this early Christian spirituality as it found expression in the Carmina Gadelica and the lives of men and women shaped by Christianity's conduct with the culture of the Celtic people.

CSP 721. The Marian Dimension of Spiritual Direction. 1 credit. SU
What is Mary's place in Spiritual Direction? This course will explore Mary in the life the Spiritual Director and develop new awareness of her place in the contemplative method of Spiritual Direction.

CSP 722. Mary in the Life of St. Ignatius. 1 credit. SU (Same as THL 722)
This short course will explore Mary in the life of St. Ignatius by investigating his autobiography and other writings. It is written, "Ignatius dreamed of a lady who was for him the doorway of the graces he would receive throughout his life. He asked Mary to grant his greatest desire, "to deign to place him with her Son.

CSP 723. Creating a Preached Retreat. 1 credit. SU
This practical course is designed to help a prospective director create a preached retreat experience of two to three or more days based on the dynamic of the Spiritual Exercises of St. Ignatius.

CSP 760. Scriptural Foundation Of Christian Spirituality. 3 credits. SU (Same as THL 760)
Introduction to Scripture, especially the New Testament, as the foundation to all Christian Spirituality. Faith, prayer, Holy Spirit, Church, centrality of Christ.

CSP 761. Liturgical Foundation Of Christian Spirituality. 3 credits. SU (Same as THL 761)
An exploration of the Church's liturgical prayer life as an important basis and foundation for Christian Spirituality.

CSP 762. Doctrinal Foundation Of Christian Spirituality. 3 credits. SU (Same as THL 762)
This course examines the foundational doctrines of faith, such as, the Trinity, the divine and human Jesus, salvation by Christ, God's activity in history, the Holy Spirit, and explores their relevance for the Christian spiritual journey, including the relationship to God, to all humanity and to the entire created universe.

CSP 763. Pilgrimage as Prayer. 3 credits.
A twelve day travel course or pilgrimage to the Ignatian "places" of northern Spain, Paris, and Rome, which incorporates the elements of personal prayer and reflection in the form of the Spiritual Exercises.

CSP 764. Prayer And Christian Spirituality. 3 credits. SU (Same as THL 764)
Using classical and contemporary texts in Christian Spirituality, course studies the theology, methods, stages and dynamics of personal prayer and mysticism.

CSP 765. Prayer, Intimacy, And True Christian Growth. 3 credits. SU (Same as THL 765)
The connection between spiritual and human growth, the necessity of keeping a relationship with Christ, and concrete simple ways of doing it each day.

CSP 766. Contemplation In The Christian Tradition. 3 credits. SU (Same as THL 766)
Course examines approaches to contemplation in classical and contemporary texts. Among authors and texts studied are the following: Pseudo-Dionysius, Cloud of Unknowing, Meister Eckhart, Teresa of Avila, John of the Cross. P. CSP 764 or CSP 765 or equiv.

CSP 767. Spanish Mysticism. 3 credits. SU (Same as THL 767)
Study of Ignatius of Loyola, Teresa of Avila and John of the Cross, discussing their spirituality, teachings on prayer, and understanding of human life as a pilgrimage with Jesus, ending only when total union with God is reached. P. CSP 764/THL 764 or CSP 765/THL 765 or equivalent.

CSP 768. History of Ignation Tradition. 3 credits.
This course covers intersection of world cultures and Ignatian vision of Jesuits from the 16th Century, its spread through missionary work, it's development through 5 centuries, suppression and restoration and renewal in the 20th and 21st Centuries. Emphasis on the mission of Education and the faith that does justice.

CSP 769. The History Of Christian Spirituality. 1-3 credits. SU (Same as THL 769)
Development from post-apostolic age to the present. Some of the classics of Christian Spirituality.

CSP 770. Called To Holiness: The Christian Vocation. 1-3 credits. SU (Same as THL 770)
Saints, ways to sanctity, past and present. The Communion of Saints. NOTE: This course fulfills the requirement for a course in the History of Spirituality.

CSP 772. Vatican II and the Doctrinal Foundations of Contemporary Christian Spirituality. 3 credits.
This course examines the role and impact of the Second Vatican Council on the foundational doctrines of faith, such as, the role of Scripture, Theological Anthropology, Christology, Soteriology, Ecclesiology, Pneumatology, and explores their relevance for the Christian spiritual journey.

CSP 773. The Theology Of The Spiritual Exercises Of St. Ignatius. 3 credits. SU (Same as THL 773)
Theology, interpretations, commentators, structure, with practical applications. Students will draw greater benefit from this course if they have a prior experience of the Spiritual Exercises either in an individually directed silent retreat or an extended retreat in daily life.

CSP 776. Discernment Of Spirits: Theory And Practice. 3 credits. SU (Same as THL 776)
Study of the tradition of discernment in the Church with special emphasis on the rules for discernment of spirits in the Spiritual Exercises and the application of these to Christian life and practice.

CSP 777. Spirituality and Catholic Social Teaching. 3 credits.
The Catholic tradition insists that spirituality and social ethics are integrally related such that one is impoverished without deep connection with the other. Informed by that insight, this course explores the relationships between Christian spirituality and Catholic Social Teaching. Texts include essays from leading theologians and documents from the magisterium. Topics include the relationship between spirituality and ethics, conscience, methods in Catholic social ethics, human life and dignity, preferential option for the poor and vulnerable, rights and responsibilities, common good and solidarity, economic justice, immigration, peace and war, and ecology and climate change.

CSP 778. Biblical Roots For Peace And Justice Ministry. 3 credits. SU (Same as THL 778)
How to use Scripture responsibly in approaching the social and planetary issues of the third millennium. Sample topics: creation and ecology, violence and nonviolence, hunger and stewardship, conscience and civil authority, option for the poor. Opportunity for special issue study.

CSP 779. Spirituality And Social Concerns. 3 credits. SU (Same as THL 779)
Reflections on the practice of spiritual direction, retreat leadership, and other pastoral ministries in light of themes of justice, peace and solidarity in scripture, Christian history, Catholic social teaching, and human experience. Investigation of how the reality of social injustice affects the private and public dimensions of the spiritual life. Emphasis on personal appropriation and leadership development so that students may integrate knowledge that gain into the ministries.

CSP 780. Introduction to Counseling for Spiritual Directors. 3 credits. SU
Theory and practice of the dynamics of personal counseling. Analysis of the likenesses and differences between spiritual direction, spiritual counseling, pastoral counseling, and counseling. Helping methods based on Scripture and personality sciences. Practical acquisition of facilitating behaviors of understanding and listening.

CSP 781. Pre-Practicum In Spiritual Direction And Directed Retreats. 3 credits. SU
Preparation for work in spiritual direction and in giving directed retreats. Students must be receiving spiritual direction themselves for at least two years and also have made at least one eight-day directed retreat. P. CSP courses including CSP 773; CSP 780 or equiv.; and prior consent of Coordinator of Practica; P or CO: CSP 776.

CSP 782. Post-Practicum In Spiritual Direction And Directed Retreats. 3-4 credits. SU
Follows a year of receiving supervision in offering spiritual direction and giving directed retreats. A deepening of knowledge and skills needed to offer spiritual direction and directed retreats. P. CSP 781 and consent of Coordinator of Practica.

CSP 783. Spiritual Direction Within The Family System. 3 credits. SU
Course focuses on the spiritual aspects of who we are in light of the family we come from. Overview of how one integrates spirituality into one's family life. Topics include: The Implications of Family Stories; A Framework for Working With Family of Origin in Spiritual Direction; Family Loss From Resistance, Death, Anger.

CSP 784. The Twelve Steps And The Spiritual Exercises Of St. Ignatius. 1-3 credits. SU
Course examines the Twelve Steps of Alcoholics Anonymous against the backdrops of the Spiritual Exercises. First half of class is an experience of meeting on one of the steps; second half is reflection on the step in light of the Spiritual Exercises.

CSP 785. Psychological Dynamics Of Spiritual Growth. 3 credits. OD, SU (Same as THL 785)
This course seeks to develop a comprehensive overview of contemporary authors who have developed perspectives on the interface between psychology and spirituality. Such authors will include: Merton, Nouwen, Rupp, and vanKaam.

CSP 786. Family Spirituality. 1-3 credits. OD, SU (Same as THL 786)
Designed for both those who are familied and those who minister to families. Key questions: What are the elements of a spirituality derived from within the experience of family? What is the relationship between such a spirituality and the classic traditions of Christian spirituality? How do the family ("the domestic church") and the wider church community serve, enrich and enable each other?.

CSP 787. Evangelization through Mercy. 3 credits.
By declaring a Jubilee of Year of Mercy, Pope Francis, like Prophet Micah and Our Lord Jesus Christ before him, has not only challenged Christians in particular and people of good will in general to come to a deeper intellectual appreciation of God as Compassionate, but also to strive to become as compassionate as God is (Micah 6:8; Luke 6:36), and to contribute toward building a more compassionate world. Toward these ends, this course will walk students through: the meaning of evangelization, mercy and spirituality; trends and paradigms in the practice of evangelization; biblical and theological bases of the mission of evangelization; the content; agents and audiences of the mission of evangelization; methods and means of evangelization; and contexts of evangelization. To facilitate a more practical engagement with the themes of the course, students will be challenged to both appropriate and/or come to clarify of a spirituality, and to adopt a paradigm/s of evangelization, demonstrating its/their use in contexts of evangelization of their choice.

CSP 789. Spirituality for Americans: Thomas Merton's Contemplative Vision. 3 credits. OD, SU (Same as THL 789)
The relevance of Merton for contemporary American spirituality. Merton in context of the American experience: his life, writing and thought as guidelines for living the Gospel today. Special attention to themes of True Self, Contemplation and Non-violence.

CSP 790. Spiritual Formation. 1-3 credits. OD (Same as THL 786)
The nature and dynamics of spiritual formation, emphasizing personal developmental aspects of spiritual growth. Practical aspects of the spiritual life: spiritual identity, spiritual consciousness, holistic spirituality. Theoretical perspective on formative relations in structured situations: religious formation, seminary formation, spiritual formation in parishes. Formation issues: spiritual growth through stages of the life cycle, sexuality and chastity, conflict and community, suffering and death, work and ministry.

CSP 791. Spirituality and Sexuality. 1-3 credits. OD, SU (Same as THL 791)
As body-persons, all men and women are called to integrate the various dimensions of our human existence within a thought out/lived out perspective, i.e., a spirituality. For various historical, cultural, and religious reasons incorporating our sexuality can be challenging, even problematic. Through lecture, guided reading/reflection, class discussion, and writing, students will be encouraged to develop their personally meaningful spirituality of sexuality.

CSP 793. Directed Independent Readings. 1-3 credits. OD, SU
To be arranged. P. DC and IC.

CSP 795. Directed Independent Study. 1-3 credits. OD, SU
To be arranged. P. DC and IC.

CSP 797. Directed Independent Research. 3 credits. OD, SU
To be arranged.

Christian Spirituality - M.A.

The degree requires 33 credit hours of course work. The courses are distributed so that one can finish the degree in three summers. Students are encouraged to make a personally directed retreat before or during the first year of the program. Students are required to make a personally directed retreat of eight days, under an approved director, during the program. No thesis is required, but an integrating essay of approximately 25 pages is required at the conclusion of the program.

Christian Spirituality Degree requirements (33 credits):

Code	Title	Credits
CSP 776	Discernment Of Spirits: Theory And Practice	3
Select one of the following:		3
CSP 664	Spirituality of John	
CSP 675	Spirituality of Luke-Acts	
CSP 678	The Spirituality of Paul	
CSP 702	The Gospel of Mark	
CSP 760	Scriptural Foundation Of Christian Spirituality	
Select one of the following:		3
CSP 761	Liturgical Foundation Of Christian Spirituality	
CSP 762	Doctrinal Foundation Of Christian Spirituality	
Select one of the following:		3
CSP 768	History of Ignation Tradition	
CSP 769	The History Of Christian Spirituality	
CSP 770	Called To Holiness: The Christian Vocation	
Select one of the following:		3
CSP 764	Prayer And Christian Spirituality	
CSP 765	Prayer, Intimacy, And True Christian Growth	
CSP 766	Contemplation In The Christian Tradition	
Select one of the following:		3
CSP 716	Spirituality of Reconciliation: Global and Social Perspectives	
CSP 778	Biblical Roots For Peace And Justice Ministry	
CSP 779	Spirituality And Social Concerns	
Electives		15
Total Credits		33

Theology courses that may be taken for completion of CSP requirements and elective are currently cross-listed with both THL and CSP numbers.

CSP students may also take a limited number of the following courses listed in the Master of Arts in Ministry (MAM) program to complete their electives with permission of the directors of both CSP and MAM programs: MAM 610 Introduction to the Old Testament, MAM 620 Introduction to New Testament, MAM 650 Moral Theology and Decision Making, MAM 660 Worship, Liturgy and Sacrament, MAM 676 Theology and Catechesis, MAM 680 Ministerial Ethics and Leadership Skills, MAM 761 Historical Development of Fundamental Doctrine, MAM 780 Christian Prayer and Spirituality.

Spiritual Direction and Directed Retreats-Graduate Certificate

The graduate certificate in Spiritual Direction and Directed Retreats is granted when the candidate completes all courses satisfactorily and has competently demonstrated ministerial skills and attitudes deemed essential for spiritual direction by the program administration. The development of these ministerial skills and attitudes will be assessed by all the faculty - in particular by the counseling and practica faculty - along with the candidate's intellectual knowledge and personal appropriation of course materials and the contemplative evocative approach to spiritual direction.

Certificate in Spiritual Direction and Directed Retreats course requirements (18 credits):

Code	Title	Credits
CSP 780	Introduction to Counseling for Spiritual Directors	3
CSP 773	The Theology Of The Spiritual Exercises Of St. Ignatius	3
CSP 776	Discernment Of Spirits: Theory And Practice	3
CSP 781	Pre-Practicum In Spiritual Direction And Directed Retreats [1]	3
CSP 782	Post-Practicum In Spiritual Direction And Directed Retreats	3-4
Select one of the following:		3
CSP 764	Prayer And Christian Spirituality	
CSP 765	Prayer, Intimacy, And True Christian Growth	
CSP 766	Contemplation In The Christian Tradition	
CSP 791	Spirituality and Sexuality	
Total Credits		18-19

[1] Students are required to apply for admission to CSP 781 Pre-Practicum In Spiritual Direction And Directed Retreats. Only students who have successfully completed CSP 781 Pre-Practicum In Spiritual Direction And Directed Retreats and received the approval of the Director of Practica are authorized to begin the practicum.

Ignatian Tradition Certificate

Certificate in Ignatian Tradition requirements: 9 credits

Ideal credentials for anyone who will take up an Ignatian apostolate, such as a Jesuit University, High School, Jesuit Refugee Services, etc.

Code	Title	Credits
CSP 773	The Theology Of The Spiritual Exercises Of St. Ignatius	3

CSP 768	History of Ignation Tradition	3
CSP 763	Pilgrimage as Prayer	3

Creative Writing

Program Director: Brent Spencer, Ph.D.
Program Office: Creighton Hall 130A

The Creighton University Master of Fine Arts in Creative Writing is a two-year residential program whose focus is on the book. Students work toward creating book-length manuscripts and prepare them for publication through a series of workshops, craft classes, and literature seminars. Eight-week terms provide flexible scheduling that includes built-in writing time. Students develop their writing skills at the same time that they learn to become contributing members of the literary community. Fellowships are available, as well as training and real-world experience in teaching, editing, and publishing.

The MFA program in creative writing offers the Master of Fine Arts degree in prose or poetry, a Graduate Certificate in prose or poetry, and a Certificate in prose, poetry, or screenwriting.

Learning Goals/Student Outcomes

The learning goals/student outcomes align with the six university-level outcomes.

Creativity

- demonstrate in writing and orally highly developed levels of creativity in the production of literary works (novels, stories, poems, screenplays, etc.)
- demonstrate in writing and orally a highly developed level of creativity in problem-solving, while working in groups and in isolation
- use creative thinking to solve personal, professional, and real-world problems that fall outside the area of writing

Communication

Graduates will

- demonstrate in writing and orally a highly developed ability and respect for clarity and directness
- demonstrate a highly evolved sense of audience

Knowledge

Graduates will

- identify and analyze craft elements, techniques, and approaches in successful works of literature
- apply appropriate craft elements, techniques, and approaches to their own writing
- understand the history and development of literature in their chosen genre
- analyze major works of literature in their chosen genre in order to discover “how did they do it,” as Nobel prize-winner William Faulkner puts it
- identify the nature of the literary community and their place in it
- make appropriate use of technology for the sake of efficiency and for advancing the craft and vision of writing
- describe and participate in the history, processes, technology, and future of publishing in their chosen genre

Critical Thinking

Graduates will

- engage in research appropriate for projects in their chosen genres
- analyze and solve complex writing problems
- design, manage, and complete complex writing projects
- use critical thinking to solve personal, professional, and real-world problems that fall outside the area of writing

Collaboration

Graduates will

- work with others in a team setting
- demonstrate understanding of and respect for different points-of-view
- participate actively in the literary community locally and nationally
- work effectively and respectfully with people from other races, ethnicities, cultures, genders, religions, and sexual orientations

Ignatian Reflection and Values

Graduates will

- practice lifelong critical self-reflection on personal and professional formation in alignment with the Jesuit pedagogical model. Students will identify, analyze, and evaluate relevant work and learning experiences contributing to their degree completion
- demonstrate ethical decision-making, a commitment to service, and a promotion of social justice in their work and professional activities
- create works informed by the ability to think creatively in pursuit of peace and justice, knowledge and truth
- engage and embrace the contributions of diverse cultures in their creative work, in teaching, and in professional activities
- use critical and creative means to create works that, in the words of Franz Kafka, “take an ax to the frozen sea within us”

Master of Fine Arts (M.F.A.) in Creative Writing

The MFA is awarded after the successful completion of the two-year residential program. Students are required to take CRW courses in any combination for a total of 48 credit hours and to submit a thesis of original creative writing.

Degree Requirements (48 credits)

Code	Title	Credits
Required Introductory Course		3
CRW 600	The Writing Life	
Writing Workshops		
Take four sections of workshop from the following:		12
CRW 641	Prose Workshop	
CRW 642	Poetry Workshop	
Craft Courses		12
Take four sections of craft from the following:		
CRW 651	The Craft of Prose	
CRW 652	The Craft of Poetry	
Seminars		12
Take four literature seminars from the following:		
CRW 761	Prose Seminar	
CRW 762	Poetry Seminar	
Practicum or Thesis		9

CRW 680	Teaching Practicum	
CRW 799	Thesis	
Total Credits		48

Graduate Certificate in Creative Writing

The student with a deep interest in creative writing, but who has neither the time nor the interest in completing the full program, can earn a Graduate Certificate in Creative Writing after completing at least two workshops and additional graduate creative writing electives for a total of 24 credit hours.

Creative Writing Certificate requirements (24 credits)

Code	Title	Credits
Writing Workshops (2 courses)		
CRW 641	Prose Workshop	3
CRW 642	Poetry Workshop	3
Electives		18
CRW 641	Prose Workshop	
CRW 642	Poetry Workshop	
CRW 651	The Craft of Prose	
CRW 652	The Craft of Poetry	
CRW 680	Teaching Practicum	
CRW 761	Prose Seminar	
CRW 762	Poetry Seminar	
CRW 799	Thesis	

Courses

CRW 600. The Writing Life. 3 credits.
A discussion course and tutorial on creative writing as art, craft, and business, with attention to pedagogy, publication, and sustaining oneself as a writer. The class meets formally three times, with additional one-one meetings as needed. MFA students are urged to take CRW 600 in their first term. Graded Satisfactory/Unsatisfactory.

CRW 641. Prose Workshop. 3 credits.
A discussion-based creative writing workshop in which students meet weekly to discuss their original prose writing (fiction, creative non-fiction, etc.). Open only to students who have been admitted to the MFA program or to those who receive permission from the MFA program director. May be repeated for a total of 12 credits. Graded Satisfactory/Unsatisfactory.

CRW 642. Poetry Workshop. 3 credits.
A discussion-based creative writing workshop in which students meet weekly for discussion of their original poetry. Open only to students who have been admitted to the MFA program or to those who receive permission from the program director. May be repeated for a total of 12 credits. Graded Satisfactory/Unsatisfactory.

CRW 651. The Craft of Prose. 3 credits.
Lecture, discussion, and practice in the techniques of writing literary prose, the focus changing from term to term. Open only to students who have been admitted to the MFA program or to those who receive permission from the program director. May be repeated for a total of 12 credits.

CRW 652. The Craft of Poetry. 3 credits.
Lecture, discussion, and practice in the techniques of writing poetry, the focus changing from term to term. Open only to students who have been admitted to the MFA program or to those who receive permission from the program director. May be repeated for a total of 12 credits.

CRW 680. Teaching Practicum. 1-3 credits.
The course provides the MFA student with training, supervision, and experience teaching non-credit creative writing workshops to people in the community. May be repeated twice for up to 6 credits. P. Enrollment in the MFA Creative Writing program.

CRW 761. Prose Seminar. 3 credits.
The study of prose literature from a writer's perspective, with a focus on composition strategies, choices, and other writerly considerations. Full texts will be chosen and discussed, based on instructor and student interest. The writing requirement for this course is both creative and critical. May be repeated for a total of 12 credits.

CRW 762. Poetry Seminar. 3 credits.
The study of poetry from a writer's perspective, with a focus on composition strategies, choices, and other writerly considerations. Topic and texts change from term to term, based on instructor and student interest. The writing requirement for this course is both creative and critical. May be repeated for a total of 12 credits.

CRW 799. Thesis. 1-3 credits.
The course provides academic credit for the student's independent work on a manuscript of original prose and/or poetry, which will be submitted as the thesis. Open only to students who have been admitted to the MFA program. (1-3 credits, repeatable twice for up to 6 credits.) Graded Satisfactory/Unsatisfactory.

Education

M.S., Educational Leadership Program Director: Ann T. Mausbach
M.S., School Counseling Program Director: Jeffrey M. Smith
M.S., Education Specialist Areas Program Director: Jean L. Hearn
Magis Catholic Teacher Corps Program Director: Colleen Chiacchere
M.Ed., Secondary Program Director: Max T. Engel
M.Ed., Elementary Program Director: Jean L. Hearn
Coordinator of Catholic School Leadership Certificate: Ronald D. Fussell
Coordinator of Early Childhood Education Certificate: Jean L. Hearn
Department Office: Eppley, Room 450

Graduate Study in Education

Four master's degree programs and two graduate certificates are offered by the Department of Education. All applicants must meet the requirements of the Graduate School and a satisfactory background check through the Education Department. Additional information about this department may be found at the Department of Education (http://www.creighton.edu/ccas/education) website.

Master of Education (M.Ed.) degrees:

- Secondary School Teaching (p. 90)
- Elementary School Teaching (p. 89)

Master of Science (M.S.) degrees:

- Educational Leadership - Specialization in School Administration (p. 91)
- Educational Leadership - Specialization in Teacher Leadership (p. 91)
- School Counseling and Preventive Mental Health (p. 183)
- Educational Specialist Areas (p. 92)

Certificate in Education

- Catholic School Leadership (p. 93)
- Early Childhood Education (p. 93)

Courses

EDL 602. Introduction to Educational Leadership. 3 credits. SU
Introduction to the processes of educational administration. Exploration of the role and responsibility of elementary and secondary school principals, policies and procedures, and the principalship as a profession. P. DC.

EDL 603. Educational Research. 3 credits.
The introduction to the foundational terms, principles, and concepts of Educational Research are covered. Students will develop a small-scale research proposal. P. DC.

EDL 605. Foundations of Catholic Education. 3 credits. OD, SU
This course focuses on the history and philosophy of Catholic schools. Students will study how Catholic schools have evolved over time as well as examine how their history might inform their future. Church documents will serve as the primary sources for student engagement of Catholic school identity and mission. Key concepts in this course include Vatican II, New Evangelization, mission-centered and faith leadership, pluralism and diversity, and school charism. P. DC.

EDL 606. Faith Leadership in Catholic Schools. 3 credits.
This course provides an introduction to the teachings of the Catholic Church in these areas: creed, liturgy and Sacraments, Christian morality, Christian prayer and spirituality, Catholic social teaching, and Scripture. This course will help leaders apply Catholic Church teaching to contemporary Catholic school issues, build faith community, and foster faculty/staff formation for mission. P. DC.

EDL 607. School Improvement. 3 credits.
This course addresses using and aligning the processes for continuous school improvement in elementary and secondary schools. Key concepts in this course include; the importance of a shared mission, vision, values, and goals, using data to develop a plan, role of professional development in school improvement, and monitoring and implementation of school improvement plan. Students will learn about the change process in order to understand how to implement continuous improvement efforts effectively. P. DC.

EDL 609. Curriculum, Instruction, and Assessment, Part I. 3 credits.
This course addresses developing and leading comprehensive rigorous curricular and instructional programs. Key concepts in this course include; alignment of curriculum, instruction and assessment, promoting effective use of technology to support learning, effective pedagogy that meets needs of all learners, and using culturally sensitive curriculum and assessments. Students will review national standards for public and Catholic schools and develop curriculum, instruction, and assessments aligned to standards.

EDL 610. Curriculum, Instruction, and Assessment, Part II. 3 credits.
This course addresses developing and using summative and formative assessments to support learning in elementary and secondary schools. Key concepts in this course include using data to respond to student needs, identifying interventions, promoting effective use of technology, effective literacy instruction, and culturally-sensitive curriculum and assessments. Students will analyze assessments and develop intervention plan based on data.

EDL 612. Special Education Leadership. 3 credits.
This course provides a comprehensive overview of the field of special education and special education laws for regular education administrators in elementary and secondary schools. The course covers principles of effective leadership of special education programs with a focus on practices that promote education in the least restrictive environment. P. DC.

EDL 613. Intervention Strategies. 3 credits.
This course addresses procedures, and systems in elementary and secondary schools that ensure academic and social success for students. Key concepts in this course include effective literacy intervention, effective math interventions, progress monitoring, and connecting intervention to the regular classroom.

EDL 614. Leading Professional Learning Communities. 3 credits.
This course addresses how to develop and promote a collaborative environment in elementary and secondary schools and sustains high expectations for all. Key concepts in this course include creating high impact/high functioning teams, developing teacher leaders, using protocols to analyze student work, and creating the infrastructure for PLCs. Students will lead and/or participate in a PLC and critique the team's effectiveness. P. DC.

EDL 615. Student Centered Coaching. 3 credits.
This course addresses how to use a student-centered coaching model to improve outcomes for students in elementary and secondary schools. Key concepts in this course include coaching cycles, data collection, talk moves for coaching, and adult learning needs.

EDL 616. Analyzing Student Work. 3 credits.
This course addresses how to use a variety of protocols to analyze student work in elementary and secondary schools. Key concepts in this course include facilitation skills when using protocols, how to intervene when protocols are not working, and identifying which protocols are most effective in given settings.

EDL 618. Cultural Issues in Education. 3 credits.
Course emphasizes the global dimensions in education dealing with multi-cultural issues and the role of the leader. This course meets the Nebraska Department of Education human relations requirement. P. DC.

EDL 619. School Culture. 3 credits.
This course investigates how to cultivate school culture in elementary and secondary schools that supports the school's mission and goals. Key concepts in this course include school climate, relationships, norms, traditions, parent and community partnerships, diversity, and school context. Students will practice strategies for analyzing, aligning, strengthening, monitoring, and changing school culture as well as for engaging parents, other stakeholders, and the broader community. P. Department consent.

EDL 620. School-Community Relations. 3 credits.
Examination of the principles and practices used to improve the public relations between the school and its various communities. P. DC.

EDL 622. School Law. 3 credits. FA
This course provides background in Constitutional Law and statutes affecting public and private elementary and secondary schools. Key concepts include legal and ethical rights and responsibilities with respect to issues such as religion and schools, student discipline, negligence, teacher hiring and firing, and social media. The section of this course for Catholic educators will address Canon Law. Students will use case studies and issues in their school context to apply legal principles and practice ethical decision making. P. DC.

EDL 624. Differentiated Supervision for Professional Growth. 3 credits.
This course addresses how to increase student achievement in elementary and secondary schools by developing the individual and collective capacity of staff. Key concepts in this course include differentiating professional learning opportunities, using feedback to promote growth, and aligning supervision practices to mission and the school improvement plan. Students will observe in classrooms and conduct post-observation conferences. P. DC.

EDL 626. Strategic Resourcing. 3 credits. FA, SP
This course examines the means through which public and private elementary and secondary schools acquire, spend, and account for resources (e.g., instructional time, personnel, and income). Key concepts include funding sources, budget management and planning, and resource allocation and stewardship. The section of this course for Catholic educators will include the topics of development and enrollment management. P. DC.

EDL 627. Strategic and Political Leadership in Catholic Schools. 3 credits. SP, SU
This course addresses the strategic and political dimensions of Catholic educational leadership. Topics include strategic planning, governance, networks and partnerships, political advocacy, new school models, public relations, and marketing. The course stresses entrepreneurial leadership, innovation, collaboration, and advocacy in positioning Catholic schools for the future. P. DC.

EDL 629. Educational and Managerial Leadership in Catholic Schools. 3 credits.
This course is designed to investigate educational leadership using the Catholic mission of the school as a focus and integrating principle. Students will also explore pertinent managerial leadership topics such as site-based management, models of shared leadership, school finance and the stewardship of school resources, and legal issues as they apply to the Catholic school setting, including safety. P. DC.

EDL 630. Leadership of Educational Technology. 3 credits.
The course gives the school principal knowledge of technology ethics, laws, and standards; skills in evaluating hardware and software, as well as facility and security issues; perspectives on emerging trends in educational technology; and strategies in formulating an effective technology plan for a school to improve student learning and school management. P. DC.

EDL 631. Human Resources. 3 credits.
This course requires students to learn and apply the theories and processes essential to effective leadership of the human resources function in PK-12 schools. Students will learn theories of human and organizational needs and apply them to public and private school settings. P. DC.

EDL 635. Internship I in Teacher Leadership. 3 credits.
This course provides students with the opportunity to apply learning from their courses in an elementary or secondary school setting. Students will conduct a student-centered coaching cycle and engage in other leadership activities under the supervision of the mentor principal.

EDL 639. Internship I in Elementary School Administration. 3 credits.
This course provides students with the opportunity to apply learning from their courses in an elementary school setting. Students will identify an issue in a school setting and will develop and implement plans in the school to address the issue. Growth and development issues for early childhood and elementary age students will be considered as students implement developmentally appropriate strategies. Students will engage in these and other leadership activities under the supervision of their mentor principal as well as their university-assigned executive coach and professional learning community. Students will supervise and assist with special education programs. P. DC.

EDL 640. Internship I in Secondary School Administration. 3 credits.
This course provides students with the opportunity to apply learning from their courses in a secondary school setting. Students will identify an issue in a school setting and will develop and implement plans in the school to address the issue. Growth and development issues for adolescents will be considered as students implement developmentally appropriate strategies. Students will engage in these and other leadership activities under the supervision of their mentor principal as well as their university-assigned executive coach and professional learning community. Students will supervise and assist with special education programs. P. DC.

EDL 643. Internship II in Elementary School Administration. 3 credits.
This course provides students with the opportunity to apply learning from their courses in an elementary school setting. Students will identify an issue in a school setting and will develop and implement plans in the school to address the issue. Growth and development issues for early childhood and elementary age students will be considered as students implement developmentally appropriate strategies. Students will engage in these and other leadership activities under the supervision of their mentor principal as well as their university-assigned executive coach and professional learning community. Students will supervise and assist with special education programs.

EDL 644. Internship II Secondary School Administration. 3 credits.
This course provides students with the opportunity to apply learning from their courses in a secondary school setting. Students will identify an issue in a school setting and will develop and implement plans in the school to address the issue. Growth and development issues for adolescents will be considered as students implement developmentally appropriate strategies. Students will engage in these and other leadership activities under the supervision of their mentor principal as well as their university-assigned executive coach and professional learning community. Students will supervise and assist with special education programs.

EDU 500. Literacy Assessment & Measurement. 3 credits. FA, SP
Focus of the course is on meeting the variety of individual educational needs that confront a teacher of reading. Techniques, methods, materials, and organizational systems that can be used within the framework of daily instruction. Students participate in a practicum during class. P. EDU 566.

EDU 501. Psychology Of Exceptional Children. 3 credits.
A multidisciplinary and life span approach to the study of persons with differences. P. DC.

EDU 503. Foundations of Education. 1 credit. SU
This course serves as an introduction to the educational profession and Creighton University's graduate program in teaching. Students will acquire a basic understanding of the history and philosophy of education in the United States, including Catholic school education. Students will also review professional ethics and complete case studies in ethical practice. Students will develop their own philosophy of education using an eclectic approach as the capstone assessment for this course. P. Dept. and program approval.

EDU 510. Growth And Development Of Children And Adolescents. 3 credits. OD, SU
This survey course covers the theory and research literature of child and adolescent development, beginning at conception and ending in late adolescence. Physical, cognitive, language, motor, personality, social, affective, moral, and spiritual development are considered as the course seeks to prepare students for roles in P-12 schools. Aiding hours in assigned school sites are required. Elementary Education - 25-hour practicum. P. Admission to Education Department.

EDU 521. Teaching Residency Integrated Seminar. 1 credit.
This one-credit course introduces the primary elements of the Accelerated Master's Degree Program including fundamentals of teacher professionalism, differentiation of instruction, and the residency model incorporated into the program. Teacher candidates will develop a framework for instructional practice to be implemented during the Residency and the Clinical Practice experiences. P. Admit to Teacher Residency MEd.

EDU 522. Teaching Residency Integrated Seminar I. 1 credit.
This one-credit online course introduces pivotal historical moments in US P-12 education as well as the philosophical underpinnings of educational movements throughout US history. Significant court cases and legislation related to education will be discussed. The philosophy of John Dewey, Catholic educational philosophy, Ignatian spirituality and the Ignatian Pedagogical Paradigm will be explored. Teacher ethics and legal responsibilities will be introduced. P. Admit to MEd Program or Graduate Standing.

EDU 523. Teaching Residency Integrated Seminar II. 1 credit.
This one-credit course delves the importance of family and school community Catholic Social Teaching, the Jesuit focus on faith and justice, and contemporary pedagogy resisting oppression, including work by Paulo Freire. It reviews Jesuit spirituality from the second 1-credit seminar and introduces conversation about work-life balance. P. EDU 522.

EDU 525. Inclusion and Differentiation of Instruction. 3 credits. FA, SP
Course designed to acquaint the regular elementary or secondary classroom teacher with the characteristics of students with mild/moderate disabilities. Discussion of diagnostic and remedial techniques for students with disabilities in the general classroom. Students complete a 15-20 hour practicum under supervision of a special education teacher. P. DC; CO: EDU 565/EDU 566 or EDU 568/EDU 569 or EDU 341 or EDU 551.

EDU 530. Elementary School Observation and Student Teaching the Mildly/Moderately Disabled. 3-14 credits. FA, SP
Practical experience in the observation and conduct of classroom teaching and related activities for the mildly/moderately handicapped. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. The number of credit hours must be approved by the Director of Field Placement. P. EDU 591, 593, or initial teaching certificate; Sr. stdg; DC.

EDU 535. Human Relations And Cultural Diversity. 3 credits. SU
Course designed to provide teacher educators with human relations skills and to foster insight into effective communication with diverse racial and/or cultural groups. This course meets the human relations requirement of the Nebraska Department of Education. P. Admission into Education Department.

EDU 540. Secondary School Observation And Student Teaching The Mildly/Moderately Disabled. 3-14 credits. FA, SP
Practical experience in the observation and conduct of classroom teaching and related activities for students with mild/moderate disabilities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and University supervisor; scheduled conferences with both are required. Application to the Director of Field Experiences for all student teaching must be made before Feb. 1 for the fall semester and October 1 for the spring semester. The number of credit hours must be approved by the Director of Field Placement. P. EDU 591, EDU 593, Sr. stdg. or initial teaching certificate; DC.

EDU 541. Curriculum Design For English As A Second Language. 3 credits. OD
This course is designed to provide students with the knowledge and skills necessary for understanding and designing curricular models for P-12 students who are acquiring English as their new language. Students will learn theories of second language acquisition, English as a Second Language (ESL) legislation and issues, models of curriculum design, and language assessment. P. DC.

EDU 542. Methods In English Language Learning. 3 credits. OD
This course is designed to provide students with the knowledge and skills necessary for using appropriate strategies and techniques with P-12 students who are acquiring English as their new language. Students will learn theories of second language acquisition, conduct language assessments, plan and implement lessons using bilingual/bicultural materials, and understand how to work with culturally/linguistically diverse families and interpreters. P. Department Consent.

EDU 543. Practicum In English Language Learning. 3 credits. OD
This course is the capstone for the teaching endorsement "English as a Second Language." Students will work in a P-12 school setting with students whose native language is not English. This course meets the certification requirements of the Nebraska Department of Education for a supplemental endorsement. P. DC; P or CO: EDU 541, EDU 542, EDU 544, and EDU 645.

EDU 544. Framework of World Languages and Cultures. 3 credits. OD
Students will examine and compare cultural and language frameworks from world regions in order to understand the cultural and/or language dissonance experienced by limited or non-English speaking individuals in the United States. P. DC.

EDU 547. Teaching Residency in Grades 7-12. 3 credits.
The course instructor will serve as an offsite supervisor for teacher residents while they complete a full-time residency in an accredited school. The instructor will work with the onsite mentor teachers to assist residents with putting into practice the specific skill set acquired in previous course work. P. EDU 521, 535, 551, 583, GRD 600.

EDU 548. Differentiating Instruction & Literacy Strategies in Grades 7-12. 3 credits. FA, SU
Teacher candidates and teachers will learn how to identify students with special learning needs. Teachers will also learn how to assist these students through differentiation of instruction. Application of skills will occur during a practicum in a school. This course meets the Nebraska Department of Education special education requirements. P. Graduate standing or Department consent.

EDU 551. Facilitating Student Learning. 3 credits.
Teacher candidates will be introduced to best practices for facilitating student learning. Planning for instruction and assessing student achievement will be key topics covered. The Ignatian Pedagogical Paradigm will be reviewed and teacher candidates will learn how to use this paradigm to facilitate student learning, reflection, and action. P. Admit to M.Ed. program or co-major.

EDU 552. Technology Instruction For Secondary Teaching. 1 credit. FA
A course designed for teacher candidates interested in the use of instructional technology. The course content will relate to the ways in which technology can support and enhance the instructional process in education. P. EDU 503, 510, 583; CO: EDU 551.

EDU 556. Foundations and Best Practices of Early Childhood Education. 3 credits.
An in-depth study of early childhood development theory (birth through age 8), principles and current research including both typical and atypical development and the implications this has for early childhood education. Study will extend to observational strategies and application of growth and development data in decision making for developmentally appropriate practice. A total of 15 clock hours of field experience will be required in conjunction with EDU 556. P. Department Consent.

EDU 557. Investigating Critical and Contemporary Trends and Issues in Early Childhood Education. 3 credits.
An in-depth study of critical trends and issues that have an impact on early childhood education today. These include but are not limited to family involvement, cultural diversity, differentiated instruction technology, and the benefits of nature and outdoor play. P. Department consent.

EDU 558. Content and Methods Specific to Early Childhood Education. 3 credits.
This course is designed to prepare candidates to use their knowledge of academic disciplines to design, implement, and evaluate experiences that will promote positive development and learning in the content areas of math, science, social studies, health and religion for each and every young child. Focus will be placed on the use of inquiry tools, knowledge of content, and developmentally appropriate teaching strategies and methodologies to design, implement, and evaluate meaningful and challenging curriculum that promotes positive outcomes for all early learners. Emphasis will also be placed on the candidate's use of knowledge acquisition and self-reflection to deepen and improve teaching practices. This course will include a 10 hour field experience, which will allow the students to put into practice the skills they have learned throughout this course. P. EDU 556.

EDU 559. Significant Concepts for Early Childhood Education. 3 credits.
This course explores the importance integrating literacy, play, the arts, and social/emotional teaching practices in programs for children birth to age 8. Emphasis is placed on understanding the principles and practices that support young children's emerging literacy. It links the significance that oral language and early exploration has on later reading and writing skills. Focus will be placed on the role of play in influencing cognitive, social, emotional, physical, and language development. The course also identifies how the arts build interest, motivation, and learning in all curriculum areas. This course will include a 10-hour field experience, which will allow the students to put into practice the skills they have learned throughout this course. P. EDU 556.

EDU 560. Assessment, Observation, Screening and Evaluation in Early Childhood Education. 3 credits.
This course is designed to ensure candidates understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. In this course students will learn about the uses of assessment, systematic observations, screening, and other effective assessment strategies in responsible and ethical ways. As well, the students will learn how to use these assessment practices to positively influence the development of every child. To aid in the professional growth of the students this course will focus on fostering reflective practices, and special attention will be paid to the need for partnerships with parents and colleagues. Additionally, this course will allow candidates to become familiarized with some of the commonly used teacher assessment methods, in the hopes that they will be equipped to use these to improve their own teaching practices. This course will include 10 hours of field experience, which will allow students to observe and participate in various assessment practices. P. EDU 556.

EDU 561. Becoming an Early Childhood Teaching Professional. 3 credits.
This course is designed to prepare candidates to identify and conduct themselves as members of the early childhood profession. This course will place an emphasis on ethical guidelines and other professional standards related to the early childhood practice. It will encourage students to use reflection, collaboration and critical thinking skills as they pursue and attempt to assimilate new knowledge into their experiences with early childhood education. As the candidates gain an identity as an early childhood professional they will be encouraged to engage in advocacy for the young child. This course will include a 45-hour practicum, which will allow the student to put into practice all of the knowledge gained in the previous 5 ECE courses. P. EDU 556, EDU 557, EDU 558, EDU 559, and EDU 560.

EDU 563. Assessing Organizational Systems. 3 credits. OD
Workshop evaluating characteristics of organizations (including schools and service organizations). Practical training in assessing the effectiveness of such interventions as curriculum, training and development, and personnel. Special emphasis on planning, conducting, and interpreting surveys; developing questionnaires, interpreting results, and writing final reports.

EDU 565. Methods Of Teaching Language Arts In Elementary School. 3 credits. FA
Emphasizes content and methods in teaching language arts in elementary and middle school. Students complete a minimum of 32 hours of practicum in a school classroom. P. Contemporary Composition course; Admission into Education Department required. CO: EDU 566.

EDU 566. Methods of Teaching of Elementary Reading. 3 credits. FA
Designed to assist in understanding the process of developmental reading and to acquaint the student with the newest as well as the traditional tools for teaching reading. P. Admission into Education department required. CO: EDU 565.

EDU 567. Methods of Teaching Social Studies in Elementary School. 3 credits. FA
Emphasizes content and methods in teaching social studies in elementary and middle school. P. Admission into Education department.

EDU 568. Engaged in Math: Effective Methodologies for Pre-Service Elementary School Teachers. 3 credits. SP
Pre-service teacher candidates need to be prepared to be effective mathematics educators. This course seeks to prepare pre-service teachers for the ever-evolving mathematics instructional practices that will undoubtedly emerge in this era of high-stakes accountability. It will allow the students to take a dynamic classroom role as the orchestrators of authentic learning environments. This will be accomplished by fostering the teacher candidates' ability to use inquiry, technology, systematics assessment, prescription, implementation, and oral communication, all of which are associated with mathematics education for diverse classroom communities. Over 25 hours of field experience are required for this course, allowing the students to experience a variety of real world teaching situations. P. Admittance into the Education Department and Completion of Foundations Oral Communication course; Co: EDU 569.

EDU 569. Methods of Teaching Science in Elementary School. 3 credits. SP
Emphasizes content and methods in teaching science in elementary and middle school. P. Admission into Education Dept required. CO: EDU 568.

EDU 572. Action Research and Assessment for Teachers. 3 credits. FA
Course emphasizes the fundamentals of educational research and the development, implementation, and analysis of formative and summative assessments utilized within PK-12 schools. Students will design and conduct a small scale assessment/research project within a PK-12 classroom. P. Department Consent.

EDU 575. Contemporary Teaching Methods in Your Content Area, Grades 7-12. 3 credits. FA
The course instructor will serve as an instructional coach for candidates who are either completing a clinical practice experience or are teaching full-time in a Magis school. The instructor will assist candidates with completion of an assessment project and expansion of their instructional skills. Note--Candidates in the Teacher Residency MEd must satisfactorily complete EDU 547 with a grade of A or B prior to beginning this course and must take this course with EDU 591. P. EDU 522, EDU 535, EDU 548, EDU 551, EDU 583, GRD 600.

EDU 577. Special Methods for Teaching in the Secondary School. 3 credits. OD
This course deals with teaching in the secondary school. Attention is directed to the selection, organization, and presentation of meaningful materials, as well as assessment of learning. The course meets one of the requirements for secondary teacher certification in the disciplines. Observation of instructional practice in a school setting integral to the course. P. DC; P or CO: EDU 341, and EDU 342 or EDU 551.

EDU 583. Facilitating Student Responsibility. 3 credits. FA, SU
Teacher candidates will learn how to facilitate student learning through the use of behavioral expectations, reinforcement, procedures, and emphasizing student resopnsibility both for actions and for reconciliation. Specific components of the Ignatian Pedagogical Paradigm will be reinforced. P or CO: Admission to MEd of co-major; or EDU 565/EDU 566 or EDU 568/569 or DC. Graduate standing required or DC for summer offering.

EDU 584. Advanced Instructional Practices. 3 credits.
This course is designed to develop teachers' skills in enhancing learning for all students by engaging them in activities that respond to their particular learning needs, strengths, and preferences. P. EDU 525.

EDU 586. Special Topics in Education. 2-3 credits. OD
Course designed to deal with current theory, research and practices in a specific area, e.g., social studies education. Faculty will provide a subtitle and a brief description for inclusion in the "Schedule of Courses." P. DC.

EDU 587. Methods Of Teaching Religion In Elementary School. 3 credits. OD (Same as THL 587)
The course is designed to prepare students to effective religious educators in Catholic elementary schools. The course content will encompass the four dimensions of religious education: message, community, service and worship. Students will not only become acquainted with methods and materials for teaching religion, but they will also gain experience planning liturgical celebrations.

EDU 590. First Year Teacher Induction Workshop. 3 credits. OD
Designed to ease the isolation and provide continuity between the theory of pre-service preparation and the realities of teaching. Assistance provided in acquiring additional knowledge and instructional skills, combating the effects of isolation, and becoming integrated into a school community. P. DC.

EDU 591. Clinical Practice (Student Teaching). 3-14 credits. FA, SP
Practical experience in the observation and conduct of classroom teaching and related activities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. Secondary: P. Department consent; CO: EDU 593.

EDU 593. Clinical Practice (Student Teaching) Seminar. 1 credit. FA, SP
Practical experience in the observation and conduct of classroom teaching and related activities. This experience is obtained under the immediate supervision of a fully-experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. P. Ethics course. CO: EDU 591.

EDU 600. Principles Of Curriculum Construction For Elementary And Secondary Schools. 3 credits. FA
Course designed to prepare educators for instructional leadership in identifying curriculum determiners, planning procedures, and evaluation processes for both elementary and secondary schools. P. DC.

EDU 601. Instructional Technology for the Classroom. 3 credits. SU
This course will train teachers to develop a more robust, engaging, and student-centered curriculum through the use of educational technology. We will focus on practical uses of technology in the classroom through simulations and lesson development. Students will build a personal learning network (PLN) to facilitate professional collaboration beyond this class. P. Admission into Education Department; Graduate standing.

EDU 602. Faith Leadership in Catholic Schools. 3 credits. OD
This course provides an introduction to the teachings of the Catholic Church in these areas: creed, liturgy and Sacraments, Christian morality, Christian prayer and spirituality, Catholic social teaching, and Scripture. This course will help leaders apply Catholic Church teaching to contemporary Catholic school issues, build faith community, and foster faculty/staff formation for mission. P. DC.

EDU 603. Educational and Managerial Leadership in Catholic Schools. 3 credits. OD
This course is designed to investigate educational leadership using the Catholic mission of the school as a focus and integrating principle. Students will also explore pertinent managerial leadership topics such as site-based management, models of shared leadership, school finance and the stewardship of school resources, and legal issues as they apply to the Catholic school setting, including safety. P. DC.

EDU 606. Strategic and Political Leadership in Catholic Schools. 3 credits. OD
This course addresses the strategic and political dimensions of Catholic educational leadership. Topics include strategic planning, governance, networks and coalitions, political advocacy, funding, public relations, and marketing. The course stresses innovation, collaboration, and advocacy in positioning schools for the future. Course assignments emphasize practical application of theory and best practices. P. DC.

EDU 616. Consulting Techniques. 3 credits. OD
Course designed to acquaint students with models for providing consultation to schools, teachers, and students. Distinction between medical and consultation models is provided, and goals for consultant behaviors and the culture of the school are discussed. Emphasis on problem-solving, collaborative consultation, curriculum-based measurement, and precision teaching.

EDU 617. Leadership in the Administration of Educational Technology. 3 credits. SP
The course gives the school principal knowledge of technology ethics, laws, and standards; skills in evaluating hardware and software, as well as facility and security issues; perspectives on emerging trends in educational technology; and strategies in formulating an effective technology plan for a school to improve student learning and school management. P. DC.

EDU 620. Practical Aspects Of School Law For Teachers And Administrators. 3 credits. FA, SP
The course provides background in Constitutional and statute law affecting the rights and responsibilities of public and private school educators with respect to students, parents, school policies, and working conditions. Abundant opportunities for application of legal principles are staples of this course. P. DC.

EDU 623. Managing the School Climate. 3 credits. OD
Examination of the factors and strategies that create a school environment conducive to learning. Emphasis on the leadership role of the administrator in establishing a safe and productive learning climate. P. DC.

EDU 624. Supervision of Learning. 3 credits. FA
Reviewing and appraising the instructional process; organizing the supervision program with attention to the leadership role of the principal; developing in-service programs and promoting professional growth. P. DC.

EDU 625. Practical Knowledge Of School Finance For Teachers And Administrators. 3 credits. SP
The course examines the means through which public and private schools acquire, spend, and account for resources. Related legal and ethical considerations are also applied in course projects and exams. P. DC.

EDU 631. Leadership in the Administration of Human Resources in Education. 3 credits. OD
EDU 633 requires students to learn and apply the theories and processes essential to effective leadership of the human resources function in PK-12 schools. Students will learn theories of human and organizational needs and apply them to public and private school settings. P. DC.

EDU 652. Differentiating High School Teaching. 3 credits.
Students will utilize previous experience in grades 7-12 teaching to identify their skills and growth areas in differentiating teaching. Students will then expand on existing skills and develop new skills so that all students in their classrooms can reach identified learning outcomes.

EDU 675. Special Methods for Magis Teachers. 3 credits. FA
This course educates and mentors new Magis teachers in exploring their content areas. Magis teachers in secondary school placements research best methods in their content areas to continue their formation in teacher education and increase their knowledge base. The course delivery method is partially asynchronous and online, but also includes eight observations of the teacher in the classroom and multiple one-on-one meetings with the instructor to discuss observations and review the progress of the teacher in his/her classroom and content area growth. P. EDU 551, CO: EDU 686.

EDU 680. Spirituality Of Teaching-Part I. 1 credit. OD
This course is designed to integrate the three pillars of the Magis Catholic Teacher Corps program: professional, spiritual, and communal. It is taught through lecture, large and small group discussions based on the assigned readings and on the effective completion of all written assignments. The assignments are designed to produce artifacts for a summative portfolio. P. Dept. approval.

EDU 681. Spirituality Of Teaching-Part 2. 1 credit. OD
This course is part 2 of the Spirituality of Teaching. It continues to integrate the three pillars of the Magis Catholic Teacher Corps program: professional, spiritual, and communal. It is taught through lecture, large and small group discussions based on the assigned readings and on the effective completion of all written assignments. The assignments are designed to produce artifacts for a summative portfolio. P. Dept. approval.

EDU 686. Beginning Practicum In Catholic Education. 1 credit. FA
This course is part of the Magis student's education and training program. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. P. EDU 551 and DC.

EDU 687. Advanced Practicum In Catholic Education. 1 credit. SP
This course is part of the Magis student's education and training program. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. P. EDU 686.

EDU 688. Beginning Internship In Catholic Education. 1 credit. FA
This course is part of the Magis student's education and training program during the second year. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. P. EDU 687.

EDU 689. Advanced Internship In Catholic Education. 3 credits. SP
This course is part of the Magis student's education and training program during the second year. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. P. EDU 688.

EDU 692. Cultural Issues in Education. 3 credits. SU
Course emphasizes the global dimensions in education dealing with multi-cultural issues and the role of the leader. This course meets the Nebraska Department of Education human relations requirement. P. DC.

EDU 793. Directed Independent Readings. 1-3 credits. FA, SP, SU
Intensive reading in an area as approved by the department. P. DC.

EDU 795. Directed Independent Study. 1-3 credits. FA, SP, SU
Independent research on a topic designed by the student with the approval of an adviser from the department. P. DC.

EDU 797. Directed Independent Research. 1-3 credits. FA, SP, SU
Independent Research on a topic designed by the student with the approval of an adviser from the department. P.DC.

EDU 799. Master's Thesis. 1-3 credits. FA, SP
Research in connection with the preparation of the Master's thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. P. DC.

Elementary School Teaching - M.Ed.

This program is designed for a person with a bachelor's degree who is interested in earning an initial Nebraska teaching certificate to teach at the elementary level. This program is accredited/approved by state, regional and national accrediting agencies, including the National Council for Accreditation of Education Preparation Programs (CAEP), the Nebraska Department of Education, and the Department of Education at Creighton University. The endorsement certifies recipients to teach grades K-6 in public schools, grades K-8 in parochial schools. This program includes state-required courses shared with the undergraduate teacher-preparation program, graduate-only professional coursework, and a student teaching semester. Two undergraduate courses in elementary education must be completed in addition to this program. Many courses include field experience at an elementary school and the Creighton preservice teacher must arrange his or her own transportation. Prior to any education program coursework or field experience, the teacher education candidate must sign and have notarized two affidavits assuring that,

1. he or she does not have a felony or misdemeanor conviction involving abuse, neglect, or sexual misconduct; and
2. the teacher education candidate is in sound mental capacity.

The candidate must maintain this status throughout the program, a GPA of 2.0 or above, and passing scores on the Praxis Core Exams. Also, prior to the first field experience, and again prior to student teaching, the preservice teacher must have a satisfactory background check through the Education Department.

Program Goals for MEd, Elementary School Teaching

Graduates will:

1. Understand human development and appreciate diverse learners.
2. Plan and use a variety of instructional strategies to accommodate diverse learners and help all students succeed and fulfill their potential.
3. Plan and use a variety of assessment strategies to diagnose learner needs and evaluate learning outcomes.
4. Collaborate with colleagues, parents, and community members to assist learners and to advance the school's mission.
5. Value and exhibit the Ignatian / Jesuit charisms of cura personalis (personal care), magis (excellence), men and women for and with others (service and justice), and contemplation in action (reflective ethical decision making).
6. Learn how to communicate effectively and demonstrate the ability to communicate effectively in diverse school settings.
7. Develop the ability to think critically and apply critical thinking skills.

MEd Elementary School Teaching Prerequisites

A bachelor's degree with at least six semester hours in each of these content areas for a minimum of 30 credit hours in the following areas (minimum of 6 hours in each area):

- Communication, including literature, composition and speech
- Mathematics
- Science
- Social Science

There are two undergraduate courses that are also required to be completed prior to student teaching (3 credits each):

Code	Title	Credits
EDU 104	Integration of Art, Music, and PE	3
EDU 131	Literature for Children	3

MEd, Elementary School Teaching Degree Requirements

This is a 44-hour program. Scholarships for 50% of tuition costs are available to qualified students. Courses required are:

Code	Title	Credits
EDU 500	Literacy Assessment & Measurement	3
EDU 510	Growth And Development Of Children And Adolescents	3
EDU 522	Teaching Residency Integrated Seminar I	1
EDU 525	Inclusion and Differentiation of Instruction	3
EDU 535	Human Relations And Cultural Diversity	3

EDU 565	Methods Of Teaching Language Arts In Elementary School	3
EDU 566	Methods of Teaching of Elementary Reading	3
EDU 567	Methods of Teaching Social Studies in Elementary School	3
EDU 568	Engaged in Math: Effective Methodologies for Pre-Service Elementary School Teachers	3
EDU 569	Methods of Teaching Science in Elementary School	3
EDU 572	Action Research and Assessment for Teachers	3
EDU 583	Facilitating Student Responsibility	3
EDU 584	Advanced Instructional Practices	3
EDU 591	Clinical Practice (Student Teaching)	3-14
EDU 593	Clinical Practice (Student Teaching) Seminar	1
EDU 601	Instructional Technology for the Classroom	3
Total Credits		44-55

Secondary School Teaching - M.Ed. Degree

Master of Education in Secondary Teaching (with Initial Teacher Certification)

These programs are designed for college graduates who have earned a degree in an endorsable content area who are seeking teaching certification in Nebraska with a master's degree. These programs are accredited/approved by state, regional, and national accrediting agencies, including the Council for the Accreditation of Educator Preparation and the Nebraska Department of Education.

Secondary (7-12) teaching endorsements are offered in the following areas: English, French, History, Religious Education, and Spanish.

The department also offers field endorsements in the following areas: Art (P-12), Language Arts (7-12), Mathematics (6-12), Science (7-12), and Social Science (7-12).

Many courses include field experience at an elementary or secondary school and the Creighton preservice teacher must arrange his or her own transportation. Prior to any education program coursework or field experience, the teacher education candidate must sign and have notarized two affidavits assuring that, a) he or she does not have a felony or misdemeanor conviction involving abuse, neglect, or sexual misconduct; and b) the teacher education candidate is in sound mental capacity. The candidate must maintain this status throughout the program. Also, prior to the first field experience, and again prior to student teaching, the preservice teacher must have a satisfactory background check through the Education Department.

Candidates will be provisionally licensed in Nebraska during their first summer in the program before they assume teaching responsibilities in the Magis placement in August of the first year. Certification for other states will vary.

Program Goals for M.Ed. Secondary School Teaching

At graduation, Creighton teachers will:

1. Use student personal data to adjust teaching and learning opportunities.
2. Differentiate instruction so that all learners have the opportunity to succeed.
3. Facilitate student responsibility for behavior and classroom environment.
4. Have a passion to open up their subject area to student led inquiry.
5. Engage all students in critical thinking and collaborative problem solving.
6. Use student assessment data to redesign teaching and learning opportunities.
7. Prepare lessons in which students have multiple opportunities to demonstrate understanding.
8. Use research-based classroom strategies, including technological tools, to facilitate student engagement in learning.
9. Be ethical practitioners who seek to continually grow through ongoing professional learning and personal goal setting.
10. Communicate and collaborate with colleagues, families, and communities to enhance student learning opportunities.
11. Be faith leaders in religious schools, especially Catholic schools.
12. Understand their profession as a calling to serve (magis, IPP).

There are two ways that this Master's degree can be pursued:

Teacher Residency track

This 30-33 credit hour option is for students seeking to receive a standard master's degree and teaching certificate. It involves a year-long residency in a middle school or a high school, and, other than a six week face-to-face summer experience on Creighton's campus, is entirely online. Student teaching experience is important in order to provide students ample opportunities to apply the knowledge and skills of teaching practice and to learn the professional ways of acting required of a school teacher. Some courses may be online, and some courses may have online components. Scholarships for 1/2 of tuition costs are available to qualified students. Courses required are:

Code	Title	Credits
GRD 600	Orientation to Creighton	0
EDU 510	Growth And Development Of Children And Adolescents	3
EDU 521	Teaching Residency Integrated Seminar	1
EDU 522	Teaching Residency Integrated Seminar I	1
EDU 523	Teaching Residency Integrated Seminar II	1
EDU 535	Human Relations And Cultural Diversity	3
EDU 547	Teaching Residency in Grades 7-12	3
EDU 548	Differentiating Instruction & Literacy Strategies in Grades 7-12	3
EDU 551	Facilitating Student Learning	3
EDU 575	Contemporary Teaching Methods in Your Content Area, Grades 7-12	3
EDU 583	Facilitating Student Responsibility	3

EDU 591	Clinical Practice (Student Teaching)	3-6
EDU 601	Instructional Technology for the Classroom	3
Optional course:		
EDL 605	Foundations of Catholic Education	
Total Credits		30-33

Magis Catholic Teacher Corps track

This 33-hour option seeks to develop a core of highly motivated teachers to work in under-served Catholic Schools. Each year a new cohort is admitted into the program. Upon acceptance, Magis teachers will make a commitment for two years to live in community and pursue professional and spiritual development while serving as full-time teachers in selected Catholic schools. This program is offered at no tuition cost to the participants. Courses required are:

Code	Title	Credits
GRD 600	Orientation to Creighton	0
EDU 551	Facilitating Student Learning	3
EDU 583	Facilitating Student Responsibility	3
EDU 535	Human Relations And Cultural Diversity	3
EDU 522	Teaching Residency Integrated Seminar I	1
EDU 523	Teaching Residency Integrated Seminar II	1
EDU 548	Differentiating Instruction & Literacy Strategies in Grades 7-12	3
EDU 575	Contemporary Teaching Methods in Your Content Area, Grades 7-12	3
EDU 510	Growth And Development Of Children And Adolescents	3
EDU 601	Instructional Technology for the Classroom	3
EDL 605	Foundations of Catholic Education	3
EDU 572	Action Research and Assessment for Teachers	3
EDU 688	Beginning Internship In Catholic Education	1
EDU 689	Advanced Internship In Catholic Education	3
Total Credits		33

Educational Leadership: Teacher Leadership Specialization

The master's degree in educational leadership prepares individuals to play a leadership role in schools. Students may choose either the school administration program or the teacher leadership program in pursuit of the educational leadership degree.

Graduates will become educational leaders who:

1. Promote the success of all students by enabling a collaborative vision of student success, by sustaining a positive school culture, and by effectively managing the school.
2. Lead processes that collect and analyze information and that lead to decisions which effect change and improve the school.
3. Embody educational values that are based on the Ignatian and Education Department charisms of cura personalis, magis, men and women for and with others, and contemplation in action.
4. Communicate knowledge skillfully to specialized and non-specialied persons alike orally and in writing.
5. Incorporate reflective practice and apply ethical principles such as integrity and fairness when making personal and professional decisions.
6. Value diversity and respond to the interests and needs of a diverse community.

Specialization in Teacher Leadership

This 36-credit program is designed for the individual who desires to serve as a teacher leader in roles such as instructional coach, mentor, or curriculum specialist. The program consists of 8-week online courses designed to provide both theoretical and practical knowledge of teacher leadership.

The requirements for all Educational Leadership Programs include a bachelor's degree with a 3.0 GPA, teaching certificate, and two years of teaching experience in a state-approved school.

Code	Title	Credits
General Required Courses		
EDL 607	School Improvement	3
EDL 609	Curriculum, Instruction, and Assessment, Part I	3
EDL 610	Curriculum, Instruction, and Assessment, Part II	3
EDL 613	Intervention Strategies	3
EDL 614	Leading Professional Learning Communities	3
EDL 615	Student Centered Coaching	3
EDL 616	Analyzing Student Work	3
EDL 619	School Culture	3
EDL 622	School Law	3
EDL 635	Internship I in Teacher Leadership	3
NCR 632	Effective Conflict Engagement for Educational Leaders	3
Students will take one of the following courses for 3 credits based on whether they are Catholic School Educators or Public School Educators.		3
Required Courses for Catholic School Educators		
EDL 605	Foundations of Catholic Education	
Required Courses for Public School Educators		
EDL 612	Special Education Leadership	
Total Credits		36

Educational Leadership - School Administration (M.S.)

The Master of Science degree in Educational Leadership prepares individuals to play a leadership role in schools. Students may choose either the school administration program or the teacher leadership program in pursuit of the educational leadership degree.

Graduates will become educational leaders who:

1. Promote the success of all students by enabling a collaborative vision of student success, by sustaining a positive school culture, and by effectively managing the school.
2. Lead processes that collect and analyze information and that lead to decisions which effect change and improve the school.

3. Embody educational values that are based on the Ignatian and Education Department charisms of *cura personalis*, *magis*, men and women for and with others, and contemplation in action.
4. Communicate knowledge skillfully to specialized and non-specialized persons alike orally and in writing.
5. Incorporate reflective practice and apply ethical principles such as integrity and fairness when making personal and professional decisions.
6. Value diversity and respond to the interests and needs of a diverse community.

Specialization in School Administration

This 36-hour program is designed for the individual who desires to prepare for the position of elementary or secondary school principal. The program consists of 8-week online courses designed to provide both theoretical and practical knowledge of school administration.

The requirements for all Educational Leadership programs include a bachelor's degree with a 3.0 GPA, teaching certificate, and two years of teaching experience in a state-approved school.

Degree Requirements (36 credits)

Code	Title	Credits
General Required Courses		
EDL 607	School Improvement	3
EDL 609	Curriculum, Instruction, and Assessment, Part I	3
EDL 610	Curriculum, Instruction, and Assessment, Part II	3
EDL 619	School Culture	3
NCR 632	Effective Conflict Engagement for Educational Leaders	3
EDL 622	School Law *	3
EDL 624	Differentiated Supervision for Professional Growth	3
EDL 626	Strategic Resourcing *	3
EDL 639	Internship I in Elementary School Administration	3
or EDL 640	Internship I in Secondary School Administration	
EDL 643	Internship II in Elementary School Administration	3
or EDL 644	Internship II Secondary School Administration	
Choose required courses below for either Catholic School Educators or Public School Educators:		6
Required Courses for Catholic School Educators		
EDL 605	Foundations of Catholic Education *	
EDL 627	Strategic and Political Leadership in Catholic Schools *	
Required Courses for Public School Educators		
EDL 612	Special Education Leadership	
EDL 614	Leading Professional Learning Communities	
Total Credits		36

* Successful completion of the 4 specialized courses noted above (*) as part of the master's degree program will result in a Catholic School Leadership Certificate.

Educational Specialist Areas - M.S.

Choose two of the following four tracks:

Early Childhood Education

Code	Title	Credits
EDU 556	Foundations and Best Practices of Early Childhood Education	3
EDU 557	Investigating Critical and Contemporary Trends and Issues in Early Childhood Education	3
EDU 558	Content and Methods Specific to Early Childhood Education	3
EDU 559	Significant Concepts for Early Childhood Education	3
EDU 560	Assessment, Observation, Screening and Evaluation in Early Childhood Education	3
EDU 561	Becoming an Early Childhood Teaching Professional	3
Total Credits		18

Catholic School Leadership

Code	Title	Credits
EDL 605	Foundations of Catholic Education	3
EDL 622	School Law	3
EDL 626	Strategic Resourcing	3
EDL 627	Strategic and Political Leadership in Catholic Schools	3
2 EDL or EDU electives		6
Total Credits		18

Teacher Leadership

Code	Title	Credits
EDL 609	Curriculum, Instruction, and Assessment, Part I	3
EDL 613	Intervention Strategies	3
EDL 615	Student Centered Coaching	3
EDL 616	Analyzing Student Work	3
EDU 572	Action Research and Assessment for Teachers	3
EDL 614	Leading Professional Learning Communities	3
or EDL 610	Curriculum, Instruction, and Assessment, Part II	
or EDL 605	Foundations of Catholic Education	
Total Credits		18

English as a Second Language

Code	Title	Credits
EDU 541	Curriculum Design For English As A Second Language	3
EDU 542	Methods In English Language Learning	3
EDU 543	Practicum In English Language Learning	3
EDU 544	Framework of World Languages and Cultures	3
EDU 692	Cultural Issues in Education	3
Total Credits		15

Graduate Certificate in Catholic School Leadership

Program Outcomes

The CSL certificate program outcomes come from the Catholic School Leadership Framework that a task force developed in 2007. The task force was comprised of representatives from the Education Department at Creighton and representatives from the Catholic Schools Office and Catholic schools in the Archdiocese of Omaha. An effective Catholic school leader demonstrates capability in each of the six specialized standards listed below.

1. Faith Leadership

1. Articulates and models active faith and morals.
2. Leads the community in worship and prayer.
3. Builds school faith community.
4. Generates a positive Catholic culture and environment in the school.
5. Facilitates the systematic mission formation of school personnel.

2. Mission Leadership

Catholic Church Teachings

1. Knows the fundamentals of Catholicism.
2. Conversant with Catholic teaching, especially in relation to current moral/ethical issues.

History and Philosophy of Catholic Education

1. Knows the evolutionary story of Catholic schools locally, nationally, and worldwide.
2. Understands the distinctive mission and philosophy of contemporary Catholic schools as promulgated by Church documents and scholars.
3. Communicates the Catholic identity and mission of the school verbally and in writing at every opportunity.

3. Strategic Leadership

1. Knows current trends and directions in Catholic school education.
2. Inspires all toward a shared vision for the future.
3. Initiates, monitors, and evaluates the strategic planning process to fulfill the school's mission, actualize its vision, and position the school for the future – (e.g., marketing, student recruitment).
4. Promotes innovation, change, and collaboration in achieving the Catholic educational mission.
5. Creates a development plan that explores additional sources of revenue (e.g., alumni giving, grants).

4. Educational Leadership

1. Inspires and leads the school community toward educational excellence.
2. Fosters a professional learning community that values lifelong learning and involves families.
3. Recruits, selects, supervises, and evaluates school personnel in light of mission.
4. Ensures that Catholic teaching and religious values are infused throughout the educational program.
5. Provides for a high quality religious education program staffed by qualified teachers.

5. Community and Political Leadership

1. Positively influences relationships between the school and its communities.
2. Uses public relations strategies to promote the school and its mission to all publics.
3. Advocates the support of Catholic schools by the entire Catholic community.
4. Collaborates and networks with others who share in the mission of Catholic education.
5. Works with the archdiocese, local public school district, other government agencies, and school parents to access available public funds.
6. Mobilizes school community to seek additional public funding.

6. Organizational Leadership

1. Understands site-based management in relation to Catholic schools.
2. Understands Catholic school governance structures especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and state Department of Education.
3. Promotes shared leadership in school administration and governance.
4. Demonstrates effective stewardship of school resources.
5. Understands school law, public policy, and school safety as it applies to Catholic schools.

The Catholic School Leadership (CSL) Certificate is a 12-credit graduate program designed for current and aspiring Catholic school leaders working in Catholic schools who may already have a master's degree and/or do not have teaching or leadership experience in Catholic schools.

Code	Title	Credits
EDL 605	Foundations of Catholic Education	3
EDL 622	School Law	3
EDL 626	Strategic Resourcing	3
EDL 627	Strategic and Political Leadership in Catholic Schools	3
Total Credits		12

Graduate Certificate in Early Childhood Education

The Early Childhood Education Certificate Program has been designed to develop expertise in professionals working with children from ages three through eight, which translates to pre-kindergarten through grade three. This program provides a broad spectrum of early childhood education courses, all strongly influenced by the beliefs of the National Association for the Education of young Children (NAEYC), and built on the Nebraska Department of Education endorsement standards. The program combines theory with observation and participation in clinical, community and school practicum settings. The program recognizes that early childhood development is a process of accommodation between the child, the teacher, and the child's environment. Students in the program will learn to translate content and pedagogical knowledge into practice. This, along with many diverse field experiences, will prepare

the prospective teacher to understand and implement developmentally appropriate practice in the variety of environments affecting the young child.

Program Goals

1. Candidates prepared in early childhood education endorsement program are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
2. Candidates prepared in early childhood education endorsement program understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
3. Candidates prepared in early childhood education endorsement program understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
4. Candidates prepared in early childhood education endorsement program understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
5. Candidates prepared in early childhood education endorsement program use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
6. Candidates prepared in early childhood education endorsement program identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Early Childhood Education Graduate Certificate requirements (18 credits)

Code	Title	Credits
Take each of the following courses:		
EDU 556	Foundations and Best Practices of Early Childhood Education	3
EDU 557	Investigating Critical and Contemporary Trends and Issues in Early Childhood Education	3
EDU 558	Content and Methods Specific to Early Childhood Education	3
EDU 559	Significant Concepts for Early Childhood Education	3
EDU 560	Assessment, Observation, Screening and Evaluation in Early Childhood Education	3
EDU 561	Becoming an Early Childhood Teaching Professional	3
Total Credits		18

Emergency Medical Services (EMS)

Program Director: Michael G. Miller, EdD, MS, BSEMS, RN, NRP
Program Office: EMS Education, Vinardi Center/Old Gym

ems.creighton.edu

EMS Education Mission

The mission of the Creighton University Emergency Medical Services Education program is to provide high quality EMS education which will empower individuals to become compassionate, respectful, skilled and knowledgeable care providers who value education as a lifelong process.

EMS Education Vision Statement

Creighton University EMS Education will be recognized regionally and nationally for excellence in EMS education, scholarship and service.

EMS instructors will be recognized regionally and nationally as experts in EMS education and as leaders, innovators and scholars.

EMS graduates will be recognized by the EMS community for competence, character and dedication to excellence and they are continually recruited by reputable employers regionally and nationally, and are recognized by those employers as the most highly qualified of entry-level professionals.

EMS graduates will also be accepted into graduate and professional programs, including schools of medicine, law, and allied health professional schools.

Overview

Creighton University has been educating medical professionals for over 100 years and a leader in EMS Education for over 40 years. As the field continues to grow and change, leaders and educators with a background in emergency medicine are needed more than ever to help shape the future of Emergency Medical Services.

Creighton University's online Master of Science in Emergency Medical Services (EMS) will give you the edge in today's competitive professional world of EMS. Our program is carefully designed to provide you with the most current curriculum. You will learn from accomplished faculty members who are national and international leaders in EMS. You will

benefit from their experience as you build your base of theoretical and practical knowledge. Throughout your studies you will acquire tools and techniques that will increase your effectiveness and expand your career opportunities.

This 36-credit hour program is offered in 8-week online courses.

This program prepares healthcare professionals with EMS experience and a baccalaureate degree for leadership roles requiring administration, planning, education and training and research and development.

Develop skills in:

- EMS leadership
- Organizational development and change
- Financial management
- Clinical quality management
- Legal and ethical aspects
- Analysis and Implementation of Research
- Human resource management

Program Goals

Graduates with the Master of Science degree in Emergency Medical Services will:

1. Demonstrate competency in EMS administration, including human resources management, leadership, planning, communication, clinical care, EMS operations and finance;
2. Work effectively and in solidarity across the distinctions of human diversity;
3. Communicate respectfully and effectively through all modes of expression;
4. Combine critical thinking, disciplined research, and effective problem-solving in EMS;
5. Employ ethical decision making, service, and civic responsibility in accordance with the Judeo-Christian tradition and Ignatian values and those values consistent with the health care professions and EMS in serving as a leader, administrator, educator, mentor, and advocate for the field of EMS.

Admission Requirements

Preferred candidates would be experienced EMS professionals with at least three years practice experience in the field of EMS, a related BA or BS degree with a GPA of at least 3.2. Additional requirements include:

1. Completed **application** and application fee;
2. **Curriculum Vitae** including relevant education and any employment history, certifications and licensures, teaching and research experience, publications, presentations, awards, honors, affiliations, professional associations, experience and background in EMS and/or healthcare.
3. **Personal Statement:** Using 500 words or less, please respond to the following: Explain how successful completion of this program will assist you in achieving your professional goals.
4. **Recommendation forms:** Three letters of recommendation submitted by persons other than family members and preferably submitted by employers, undergraduate faculty, and colleagues;
5. **Official transcripts** from all colleges/universities attended;
6. **Test of English as a Foreign Language (TOEFL):** All international applicants from countries in which English is not the primary language must demonstrate proficiency in English language by submitting a minimum TOEFL score of 90 iBT (233 CBT/577 PBT). International applicants who receive their baccalaureate or higher degree from an accredited institution in the US, United Kingdom, Ireland, Canada, Australia, New Zealand, or Africa (English-speaking only) are not required to submit a TOEFL score report.

Assessment Plan for Student Learning

The grading system for all courses is based on formally developed rubrics. The standard university A-B-C- F grading scale is utilized throughout the program, except in the practica courses, which are graded as (S) Satisfactory) and (U) Unsatisfactory. Candidates for program completion will complete a capstone project as partial fulfillment of the requirements for the MS EMS degree. Capstone projects will be reviewed by the MS EMS faculty and two recognized EMS leaders that have a Master's degree in EMS or a related field, such as management, science, education, medicine, or nursing.

Degree in Emergency Medical Services

- M.S., Emergency Medical Services (p. 96)

Accelerated Master's program

- B.S.E.M.S./M.S.(EMS) (p. 97)

Courses

EMS 601. EMS Leadership. 3 credits.
This course begins with the fundamental concepts and theories of leadership. Students will reflect on their own experiences with leadership and the concepts of leadership and leadership styles that they have developed through prior studies and social experiences in prior years. The students will learn about the current theories of situational leadership, servant leadership, transformational leadership and others.

EMS 602. Organizational Development and Organizational Change. 3 credits.
In today's ever-changing business environment, it is imperative for leaders within EMS organizations to understand the process of organizational development and how it can be leveraged to promote organizational effectiveness. They must also understand the role of organizational change and how change affects individuals, organizations, and processes. This course is designed to advance students' knowledge of organizational development and change, familiarizing students with the fundamentals of organizational behavior, change theory, organizational leadership and strategic management. Students will assess and diagnose EMS organizations with respect to artifacts, espoused values, mission statements, vision statements, performance goals, objectives and outcome measures.

EMS 603. Clinical Practice and Quality Assurance. 3 credits.
Patient care in EMS is most frequently provided in isolated settings outside of hospitals and clinics by one individual or a small team of two or three emergency medical technicians and paramedics. Assuring up-to-date competency, compliance and quality are important systemic challenges in the field of EMS management and leadership. This course will follow the steps of a sound Quality Improvement Program beginning with assessing opportunities, determining how to collect the necessary information, collecting and analyzing data, and utilizing data for quality improvement. Students will learn how to develop and utilize quality metrics both unique to their organizations as well as those determined by regulatory agencies.

EMS 604. EMS Financial Management. 3 credits.
EMS fiscal management is complex and diverse. EMS spans the healthcare, public safety, firefighting, not-for-profit, for-profit, hospital system subsidiary agency, aero medical services, military services and other sectors of the economy, each with differences in funding sources, reporting requirements, budgetary cycles, and fiscal management strategies. EMS fiscal management must be competent and current to remain competitive and serve the interests of the community.

EMS 605. Ethics in EMS. 3 credits.
This course focuses on the practical application of foundational concepts of ethics to clinical, administrative, and educational settings for EMS professionals including ethical case analyses. Given the special environments in which EMS operate, there will be an emphasis placed on interprofessional collaboration and communication. EMS shares a set of medical and research ethics with medicine and nursing, however, EMS leaders and managers must also be competent in the EMS culture and special environment in which EMS operates.

EMS 606. Education for EMS Professionals. 3 credits.
This course provides a graduate-level learning opportunity for EMS professionals to develop an understanding of the principles, practices and theory of EMS education. Those students who complete this course will be prepared to administer, plan, develop and advocate for EMS education and training programs at multiple organizational levels, including nationally accredited institutions of higher learning, municipal and other government-based training agencies, and independent for profit and not-for#profit training agencies, as well as serving in governmental regulatory positions that have oversight responsibilities for EMS education and training. Employee orientation and employee development processes will also be explored.

EMS 607. Human Resource Management in Healthcare. 3 credits.
Students will be introduced to the importance of strategic human resources management in organizations, with a focus on healthcare enterprises. Topics covered will include recruitment, hiring, compensation, training, and motivating employees to create a productive and dynamic work environment. The course will also examine the impact of the legal, economic and legislative environment on strategic human resource management, as well as explore the impact of labor relations on the organization and employee.

EMS 608. EMS Law, Regulations, and Risk Management. 3 credits.
The field of EMS is governed by a complex set of federal, state and municipal laws and regulations. EMS leaders need to be aware of the applicable law and regulations, as well as the interpretations and actions established as a result of these laws. In addition to an overview of the US judicial system, civil liability, risk management, negligence, and employment law topics will be explored.

EMS 609. EMS Research: An Introduction to Study Design and Research Methods. 3 credits.
Evidence-based research has a profound influence on EMS operations. This course is designed to introduce basic concepts related to scientific and social inquiry. While students will not be conducting and completing original research as part of this course, basic research methodology and the processes necessary to conduct a study will be reviewed. Critical analysis of research studies will be completed, with an emphasis on reviewing the strength of the evidence.

EMS 620. Practicum in EMS Leadership. 3 credits.
The practicum is designed to be a hands-on experience intended to allow the student to apply culminated knowledge in a real world EMS leadership environment. With the guidance of the faculty advisor, the student will determine a suitable practicum site and emphasis of study, developing a detailed proposal to guide completion of the fieldwork project during the term.

EMS 640. Independent Study. 1-3 credits.
Students who take independent study credits are expected to study an area of interest in EMS leadership in great depth. The topic is developed in consultation between the student and faculty mentor, based on ideas the student has expressed in the Independent Study Project Proposal. This project will require an in-depth literature review as well as extensive data gathering, analysis, and synthesis of material into a final written paper.

EMS 650. Capstone Project. 3 credits.
To be eligible for the MSEMS Capstone Project, students must have successfully completed all core coursework (21 credits). The purpose of the Capstone Project is to provide the student with the opportunity to apply their acquired knowledge in EMS leadership, while continuing to explore and enhance skills as EMS leaders. Projects will be developed in consultation between the student and faculty mentor.

Emergency Medical Services - M.S.

Master of Science, Emergency Medical Services Degree Requirements (36 credits)

Code	Title	Credits
Core Courses (21 credits)		
EMS 601	EMS Leadership	3
EMS 602	Organizational Development and Organizational Change	3
EMS 603	Clinical Practice and Quality Assurance	3
EMS 605	Ethics in EMS	3
EMS 607	Human Resource Management in Healthcare	3
EMS 608	EMS Law, Regulations, and Risk Management	3
EMS 609	EMS Research: An Introduction to Study Design and Research Methods	3
Electives (12 credits)		12
EMS 604	EMS Financial Management	
EMS 606	Education for EMS Professionals	
EMS 620	Practicum in EMS Leadership	
EMS 640	Independent Study	
Other courses may be developed, and students are welcome to take courses in other programs that may be of interest such as the Negotiation and Dispute Resolution or Master of Public Health programs. Other graduate level coursework may also be accepted in transfer toward elective credit hours to a total of 6 credit hours.		
Capstone Project (3 credits)		
EMS 650	Capstone Project	3
Total Credits		36

BSEMS/M.S.(EMS) Accelerated program

Accelerated Master's Program (AMP):
Bachelor of Science in Emergency Medical Services / Master of Science in Emergency Medical Services

The accelerated M.S. in Emergency Medical Services degree for students in the BSEMS program will allow students to begin earning credits toward the M.S. degree during their final semesters in the BSEMS degree program.

Degree Requirements

1. BSEMS requirements (http://catalog.creighton.edu/undergraduate/professional-studies/emergency-medical-services-bs-ems)
2. Plan of Study below during final semesters of the BSEMS program
3. Remaining M.S., Emergency Medical Services requirements (p. 96)

Senior		
Fall		**Credits**
EMS 601	EMS Leadership	3
EMS 602	Organizational Development and Organizational Change	3
	Term Credits	6
Spring		
EMS 603	Clinical Practice and Quality Assurance	3
EMS 605	Ethics in EMS	3
	Term Credits	6
	Total Credits:	12

English

Program Directors: Matthew Reznicek, Ph.D. and Josh Prenosil, Ph.D.
Program Office: Creighton Hall - Administration Building, Room 135G

Graduate Study in English

English graduate programs that lead to the degree of Master of Arts are constructed upon a foundation of literary study that allows students to specialize and also encourages broader knowledge of the field of English studies.

Program Goals

This curriculum especially aims to contribute to achieving the following of the College of Arts and Sciences Learning Goals. Upon completion of their graduate studies in English, students will:

1. Understand the range of work in English Studies, including its various skills, development and practices, as that work relates to each student's professional goals by participating in those skills and practices in the learning and teaching classroom and through the conception and realization of peer-reviewed conference presentations and scholarly articles;
2. Be prepared to join a community of learners through a fuller realization of each student's status as a peer in the profession by full participation in seminars and the submission of work for peer-reviewed presentation and publication;
3. Contribute to the promotion of a collaborative and supportive professional work environment by taking part in those professional practices appropriate for the learning and teaching classroom, conferences, professional service, and publication.

Admission Requirements

Applications should be received by **March 15** for consideration for a fellowship.

Applications for the M.A. program in English should include:

- Completed application and application fee
- Undergraduate transcripts from all colleges/universities attended
- Three letters of recommendation
- Statement of professional purpose (500-750 words explaining your previous experience in English and your motivations for pursuing the graduate degree)
- A writing sample, either critical or creative, depending on your area of interest (approximately 10-15 pages)
- The GRE is NOT required, though you are welcome to submit your scores if you have taken it. If you choose not to submit official GRE scores, make sure that at least one letter of recommendation is from a former or current professor who can speak to your preparation for graduate study.

If you are a current Creighton undergraduate, we are able to waive your admissions fee and letters of recommendation. Please contact Dr. Kurtyka (faithkurtyka@creighton.edu) about this option to ensure your application is complete.

Degrees in English

Master of Arts (M.A.), Major in English with a concentration in:

- Literature (p. 99)
- Creative Writing (p. 99)
- Rhetoric and Composition (p. 100)
- Teaching (p. 100)

Accelerated Master's Program

- B.A., English / M.A., English (p. 100)

Courses

ENG 600. Introduction to Graduate Study. 3 credits. FA
Introduction to the scholarly practices of graduate studies in English, including critical theory and methods, the development of scholarly projects for professional presentation and publication. In addition to regular cousre assignments, students will produce a short work for public presentation in a professional context and a long, polished work for publication.

ENG 601. Studies in Medieval Literature. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. Offered on demand.

ENG 603. Studies In Renaissance Literature. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. Offered on demand.

ENG 605. Studies in Neoclassical Literature. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. Offered on demand.

ENG 607. Studies in Romantic Literature. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. Offered on demand.

ENG 609. Studies In Victorian Literature. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. Offered on demand.

ENG 611. Studies in American Literature to 1865. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. Offered on demand.

ENG 613. Studies In American Literature, 1865-1914. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. Offered on demand.

ENG 615. Studies In Modern English And American Literature. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. Offered on demand.

ENG 617. Studies in Irish Literature. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in Irish Literature will be admitted to the course.

ENG 620. Studies In The History Of Rhetoric. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with background in rhetoric will be admitted to the course.

ENG 622. Studies In Rhetorical Theory. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with background in rhetorical theory will be admitted to the course.

ENG 630. Studies in Literary Criticism. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with background in literary criticism will be admitted to the course.

ENG 640. Creative Writing Workshop. 3 credits.
A group workshop focused on the individual writing interests of the students in prose.

ENG 680. Supervised Practicum In Writing. 3 credits.
In addition to weekly conferences and/or workshops, the student will work in the English Department Writing Center: tutoring students one-on-one, analyzing writing problems, using the computer as a tutorial aid.

ENG 681. Supervised Practicum In The Teaching Of Composition. 3 credits.
In addition to weekly conferences and/or workshops, the student will assist a senior faculty member in the teaching of a composition course: preparing a syllabus, delivering lectures, leading discussions, making assignments, grading compositions, using the computer in the teaching process.

ENG 682. Supervised Practicum In The Teaching Of Literature. 3 credits.
In addition to weekly conferences and/or workshops, the student will assist a senior faculty member in the teaching of a composition course: preparing a syllabus, delivering lectures, leading discussions, making assignments, grading compositions.

ENG 683. Supervised Practicum in the Teaching of Creative Writing. 3 credits.
In addition to weekly conferences and/or workshops, the student will assist a senior faculty member in the teaching of a creative writing course: preparing a syllabus, delivering lectures, leading discussions, making assignments, grading compositions, using the computer in the teaching process.

ENG 700. Professionalization in English Studies. 3 credits.
This course is designed to help students develop as scholars and researchers in the field of professional literary studies and rhetoric and composition by helping in three main areas: conference presentations, journal article writing and submitting, and applications to Ph.D. graduate programs of study and/or applications for grants, fellowships, or other study opportunities. Students will develop a project of their choice as both a conference presentation and a paper for publication; students will also be given the opportunity to apply for conferences and submit their final projects for publication. P. ENG 600.

ENG 701. Seminar In Medieval Literature. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 703. Seminar In Renaissance Literature. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 705. Seminar In Neoclassical Literature. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 707. Seminar In Romantic Literature. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 709. Seminar In Victorian Literature. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 711. Seminar In American Literature To 1865. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 713. Seminar In American Literature, 1865-1914. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions. These are offered on a regular basis. See the Graduate Director for a Perpetual Calendar.

ENG 715. Seminar In Modern English And American Literature. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 717. Seminar in Irish Literature. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 718. Social Justice and English Studies. 3 credits.
All professors, in spite of the cliche', are in contact with the world," says Peter Hans Kolvenbach, S.J. Students will analyze the role of English studies in the discipline of the course as it is in contact with the world. This course demonstrates our department's preferential option for an understanding of English studies that engages questions of society, justice, and the world.

ENG 720. Topics In The History Of Rhetoric And Pedagogy. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions. These are offered on a regular basis. See the Graduate Director for a Perpetual Calendar.

ENG 721. Seminar in Literary Criticism. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 722. Topics in Rhetoric and Composition Theory. 3 credits.
Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction.

ENG 723. Topics In Technology And Rhetoric. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 724. Topics in Rhetoric and Composition Pedagogy. 3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 730. Postcolonial Dialogues: Africans and Other Post-Colonial Subjects. 3 credits.
This course examines the concept of postcolonialism and focuses primarily on African literary texts which dialogue with some other postcolonial world literatures-Asian, Caribbean, Latin American, etc.- on issues of colonialism, language, power, and identity.

ENG 740. Principles of Literary Editing. 3 credits.
The course will cover the duties, responsibilities, and practices of the literary editor, including units on reviewing, editing, copy editing, proofreading, desktop and web publishing. The purpose of the course is to provide students with the skills necessary for the writing profession and for possible employment in publishing.

ENG 745. Seminar in Postcolonial Literature. 3 credits.
Graduate seminar in postcolonial literatures of the world in English.

ENG 789. Special Topics in English Graduate Studies. 3 credits.
Study of specialized topics or issues that cut across or do not fit within traditional periods or genres.

ENG 793. Directed Independent Readings. 1-3 credits.
Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions.

ENG 795. Directed Independent Study. 3 credits.
Directed Independent Study. P.DC.

ENG 797. Directed Independent Research. 3 credits.
Directed Independent Study. P. DC.

ENG 798. Master's Essay Or Three -Paper Option Or Creative Thesis. 3 credits.
A thesis comprising a total of approximately 75 pages on a topic (or topics) agreed upon with the supervising faculty member. A formal defense will be submitted to a panel of three faculty members, including the supervising faculty member, and open to English faculty and graduate students. The student will be expected to select the panel in consultation with the graduate director.

English - Concentration in Creative Writing (M.A.)

Degree Requirements (36 hours)

Code	Title	Credits
Foundation Courses		
ENG 600	Introduction to Graduate Study	3
ENG 721	Seminar in Literary Criticism	3
Creative Writing Core		
ENG 640	Creative Writing Workshop (four sections)	12
Literature Support Unit		
Select any four English courses at the 600-level or above (excluding ENG 640) in consultation with the Graduate Directors.		12
Capstone Courses		
ENG 798	Master's Essay Or Three -Paper Option Or Creative Thesis	3
Select one of the following:		3
ENG 680	Supervised Practicum In Writing	
ENG 681	Supervised Practicum In The Teaching Of Composition	
ENG 682	Supervised Practicum In The Teaching Of Literature	
ENG 683	Supervised Practicum in the Teaching of Creative Writing	
Total Credits		36

English - Concentration in Literature (M.A.)

Degree Requirements (36 credits)

Code	Title	Credits
Foundation Courses		
ENG 600	Introduction to Graduate Study	3
ENG 721	Seminar in Literary Criticism	3
Literature Core Courses		
Select eight courses from the following:		24
ENG 701	Seminar In Medieval Literature	
ENG 703	Seminar In Renaissance Literature	
ENG 705	Seminar In Neoclassical Literature	
ENG 707	Seminar In Romantic Literature	
ENG 709	Seminar In Victorian Literature	
ENG 711	Seminar In American Literature To 1865	
ENG 713	Seminar In American Literature, 1865-1914	

ENG 715	Seminar In Modern English And American Literature	
ENG 717	Seminar in Irish Literature	
ENG 722	Topics in Rhetoric and Composition Theory [1]	
ENG 745	Seminar in Postcolonial Literature	
(The candidate may petition the Graduate Directors to substitute up to two Studies or Private Readings courses in lieu of scheduled seminars.)		
Capstone Courses		
ENG 798	Master's Essay Or Three -Paper Option Or Creative Thesis	3
Select one of the following:		3
ENG 680	Supervised Practicum In Writing	
ENG 681	Supervised Practicum In The Teaching Of Composition	
ENG 682	Supervised Practicum In The Teaching Of Literature	
ENG 683	Supervised Practicum in the Teaching of Creative Writing	
Total Credits		36

[1] ENG 722 may be taken twice if different topic is covered.

English - Concentration in Rhetoric and Composition (M.A.)

Degree Requirements (33 hours)

Code	Title	Credits
Foundation Courses		
ENG 600	Introduction to Graduate Study	3
ENG 721	Seminar in Literary Criticism	3
Composition Core		
ENG 720	Topics In The History Of Rhetoric And Pedagogy	3
ENG 722	Topics in Rhetoric and Composition Theory	3
ENG 723	Topics In Technology And Rhetoric	3
ENG 724	Topics in Rhetoric and Composition Pedagogy	3
Literature Support Unit		
Select any three literature seminars in consultation with Graduate Director.		9
Capstone Courses		
ENG 798	Master's Essay Or Three -Paper Option Or Creative Thesis	3
Select one of the following:		3
ENG 680	Supervised Practicum In Writing	
ENG 681	Supervised Practicum In The Teaching Of Composition	
ENG 682	Supervised Practicum In The Teaching Of Literature	
ENG 683	Supervised Practicum in the Teaching of Creative Writing	
Total Credits		33

English - Concentration in Teaching (M.A.)

MA, Major in English - Concentration in Teaching (33 hours)

Code	Title	Credits
Foundation Courses		
ENG 600	Introduction to Graduate Study	3
ENG 721	Seminar in Literary Criticism	3
Composition Core		
ENG 722	Topics in Rhetoric and Composition Theory	3
ENG 723	Topics In Technology And Rhetoric	3
ENG 724	Topics in Rhetoric and Composition Pedagogy	3
Required Literature Core		
Select 12 credits from the following:		12
ENG 703	Seminar In Renaissance Literature	
ENG 707	Seminar In Romantic Literature	
ENG 709	Seminar In Victorian Literature	
ENG 711	Seminar In American Literature To 1865	
ENG 713	Seminar In American Literature, 1865-1914	
ENG 715	Seminar In Modern English And American Literature	
Capstone Courses		
ENG 798	Master's Essay Or Three -Paper Option Or Creative Thesis	3
Select one of the following:		3
ENG 680	Supervised Practicum In Writing	
ENG 681	Supervised Practicum In The Teaching Of Composition	
ENG 682	Supervised Practicum In The Teaching Of Literature	
ENG 683	Supervised Practicum in the Teaching of Creative Writing	
Total Credits		33

B.A.-ENG / M.A.-ENG Accelerated Program

Accelerated Master's Program (AMP):
Bachelor of Arts (B.A.) in English / Master of Arts (M.A.) in English

The accelerated M.A. in English degree for students in the B.A., English program will allow them to begin earning credit towards the M.A. degree during their final semesters in the B.A. program.

Degree Requirements

1. B.A., English requirements (http://catalog.creighton.edu/undergraduate/arts-sciences/english/english-ba)
2. Complete the courses in the Plan of Study below during the final semesters of the B.A. degree.
3. Complete the remaining M.A., English requirements (p. 97)

Senior		
Fall		**Credits**
ENG 701	Seminar In Medieval Literature	3
ENG 600	Introduction to Graduate Study	3
	Term Credits	6
Spring		
ENG 703	Seminar In Renaissance Literature	3
ENG 721	Seminar in Literary Criticism	3
	Term Credits	6
	Total Credits:	12

Master of Finance (MFIN)

Program Director: Dr. Randy Jorgensen
Program Office: Harper Center

Graduate Study in Finance

The Master of Finance (MFIN) program, which consists of 33 hours (11 classes) of graduate credit beyond the foundation, is designed for students who are interested in graduate studies in Finance. The program allows for advanced study of both corporate finance and investments while also providing for the study of managerial topics essential to the working finance professional. The MFIN degree is ideal for students who want to focus more of their studies in finance than they could if they pursued an MBA degree with a concentration in finance. It is also appropriate for students who do not desire the depth in investments provided by the Master of Investment Management and Financial Analysis (MIMFA) degree.

Program Goals

1. Exhibit disciplinary knowledge and behavior essential in financial management.
2. Think critically to aid decision-making.
3. Commit to action that demonstrates care for others.
4. Exhibit personal habits consistent with personal formation.

Admission

1. **Eligibility for Admission:** Applicants for admission to the MFIN program must have a baccalaureate degree, regardless of the undergraduate field of study, and an acceptable level of scholarship from an accredited institution of higher education, along with the following documents:
2. **Application:** A completed online application form, personal essay discussing how a master's degree fits in with an applicant's career plans and which aspects of Creighton's MFIN program are most appealing, current resume, and a non-refundable application fee.
3. **Recommendations:** Two recommendations are required. The recommendations should be completed by persons other than family members who are capable of assessing an applicant's performance in an academic or work setting.
4. **Transcripts:** One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to Enrollment Services, Harper Center, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.
5. **Graduate Management Admissions Test (GMAT)**: The Graduate Management Admission Test (GMAT) is not required for applicants who have work experience and a minimum 3.00 cumulative GPA across all institutions attended. If the applicant's cumulative GPA is less than 3.00, the GMAT is required. For applicants without work experience, and for all applicants to the MIMFA and MFIN programs, a minimum 3.50 cumulative GPA is required for the GMAT waiver. All international students whose undergraduate degree was not granted by a US institution will be required to submit a GMAT score. Regardless of the applicant's cumulative GPA, the admissions committee reserves the right to require an applicant to submit a GMAT score if there are concerns regarding the applicant's work experience and/or the student's achievement across all math, statistics, economics and finance courses previously completed.
6. **Test of English as a Foreign Language:** The Graduate School requires all students who are native speakers of languages other than English to demonstrate competence in English. International applicants who received their baccalaureate degree from an accredited institution from the following countries are not required to show proficiency in English; Australia, Canada, Barbados, Bahamas, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guam, Ireland, Jamaica, Marshall Islands, New Zealand, St. Kitts, St. Lucia, Scotland, Singapore, Trinidad and Tobago, United Kingdom, United States, and Virgin Islands. There are 3 test scores that can be used to demonstrate competence in English. Only one of the three must be provided. **1) TOEFL:** score of 90 or above on the Internet-based Test (TOEFL iBT) with no section below 20. 2) **IELTS:** overall band score of at least 6.5 with no section below 6. 3) **Duolingo:** score of 61 or above.
7. **Financial Ability:** All international applicants must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs if an applicant is admitted to the program.

Acceptance to the MFIN Program is granted to applicants who clearly demonstrate that they have high promise of succeeding in graduate business study. Interviews are not required as part of the admission process. Applicants who wish to visit the campus prior to submitting their application materials are welcome to contact the Graduate Business Programs to schedule an appointment.

Degree Program

- Master of Finance (MFin) (p. 101)
- MFin/MBA Dual Degree (p. 64)

Master of Finance

The Master of Finance program may be taken either as a campus-based program or online.

Students without an undergraduate **Principles of Financial Accounting** class must also complete MBA 701 Financial Reporting for MBAs which is a prerequisite for the MIM classes.

MFin degree requirements (33 credits)

Code	Title	Credits
Core (24 hours)		
MIM 722	Fixed Income and Derivatives I	3
MIM 724	Quantitative Analysis	3

MIM 730	Financial Statement Analysis I	3
MIM 734	Equity Analysis	3
MBA 711	Managerial Finance (Take 712 if 711 is waived)	3
or MBA 712	Advanced Managerial Finance	
MBA 771	Leadership and Organizational Behavior	3
MIM 740	Portfolio Management	3
MBA 775	Business Policy And Managerial Action	3
Elective Group I (3 hours)		
Students must choose one of the following courses:		3
MIM 732	Economics of Investment Management	
MBA 741	Economic Analysis for Managers	
MBA 742	Seminar in Applied Managerial Economics	
Elective Group II (3 hours)		
Students must choose one of the following courses:		3
MIM 720	Ethical and Professional Standards	
MBA 776	Business, Ethics and Society	
Elective Group III (3 hours)		
Students must choose one elective, subject to approval of the MFIN director, from MBA, MIM or MSF offerings.		3
Total Credits		33

MBA/MFin Dual Degree

The Master of Business Administration/Master of Finance (MBA/MFIN) dual degree program is designed to offer either a general management education, i.e., the MBA degree, to students new to the study of business or an advanced and more specialized business education to students with a business degree and/or significant business experience, along with allowing students to focus more on their studies in finance.

Foundation

Students entering the program will also need to show evidence that they have completed at least one statistics course in their undergraduate degree or satisfy the statistics requirement by taking MIM 724. Students without a statistics class may either complete an acceptable undergraduate course or a non-credit statistics tutorial offered for a fee by the college.

Requirements

Code	Title	Credits
MFin Core (18 hours)		
MIM 722	Fixed Income and Derivatives I	3
MIM 724	Quantitative Analysis	3
MIM 730	Financial Statement Analysis I	3
MIM 734	Equity Analysis	3
MIM 740	Portfolio Management	3
MBA 711	Managerial Finance	3
or MBA 712	Advanced Managerial Finance	
MBA Core		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
BIA 762	Survey of Business Intelligence and Analytics	3
MBA Functional Core		
Select one of the following:		3
MBA 701	Financial Reporting for MBAs	
MBA 702	Managerial Decision-Making Using Quantitative and Qualitative Data	
MBA 717	Accounting Seminar: Special Managerial and Financial Accounting Issues	
MBA 739	Tax Theory and Business Decisions	
ACC 521	Advanced Accounting	
ACC 538	International Accounting	
ACC 544	Advanced Taxation	
ACC 579	Seminar in Accounting	
Select one of the following:		3
MBA 761	Marketing Management	
MBA 765	Marketing Information for Executives	
MBA 767	Marketing Dynamics Seminar	
Elective Group #1		3
Students must choose from one of the following:		
MIM 732	Economics of Investment Management	
MBA 741	Economic Analysis for Managers	
MBA 742	Seminar in Applied Managerial Economics	
Elective Group #2		3
Students must choose from one of the following:		
MIM 720	Ethical and Professional Standards	3
MBA 776	Business, Ethics and Society	3
Elective Group #3		3
Students must choose one elective from MBA finance, MIM or MSF offerings (subject to MFIN Director approval		
Electives		6
Students must take one course in each of the two following functional areas: Accounting, economics, BIA or marketing		
Total Credits		54

Government Organization and Leadership (GOAL)

Executive Director: Craig Dallon, J.D.
Program Office: Law School

Program Mission and Objectives

The Government Organization and Leadership (GOAL) program is designed as a joint-degree program to prepare Creighton law students to assume leadership positions as attorneys working for government entities. Students in the program acquire valuable information and skills useful across the full array of government activity. While the program focuses primarily on the roles of lawyers within the federal government, GOAL graduates emerge from the program well equipped to succeed in state and local government as well. The program is both theoretical and practical: students develop a sophisticated construct of the role of lawyers in government and apply their learning during an intensive full-time externship in a federal governmental office. GOAL offers students:

- A legal/organizational framework for understanding the role of government counsel;
- A set of core competencies to understand and effectively participate as lawyers in leadership and organizational roles in government;

- An enhanced capacity for working as government lawyers in federal agencies;
- Practical skills and techniques in strategic planning, problem solving, collaboration, decision making, and consensus building;
- A detailed understanding of government standards of ethical conduct and ethical principles arising from core values of our society and the Jesuit tradition; and
- Tools to enhance performance and achieve desirable outcomes in career pursuits.
- Graduate in 3 years with a joint JD/MS degree.

Degrees in Government Organization and Leadership

- M.S.-GOAL (Government Organization and Leadership) (p. 103)
- J.D./M.S.-GOAL Dual Degree Program (p. 104)

Courses

GOL 660. Local Government Law. 3 credits. (See LAW 306)
This course examines the basics of Local Government Law: (1) the configurations and powers of the various types of local governments (e.g. cities, counties, and special districts); (2) the allocation of power between states and their local governments; (3) sources of revenue for and debt limitations that apply to local governments; and (4) interlocal cooperation and regional governments. The course also considers how these law basics affect current issues in metropolitan “megaregions.” The course also develops skills of particular relevance to local governmental and political decision making: statutory interpretation, analyzing the dynamics and context of local government proceedings, and tracing the connection between applicable legal doctrine and current public policy issues.

GOL 670. Government Organization and Research. 1 credit.
Students are oriented to the organizational structure of federal entities and the organization of the federal government. They are trained in government documents research; emphasizing agency records and legislation. GOL 670 meets as part of the last half of the Advanced Legal Research [LAW 313] course. Credit hours awarded for this course do not count as credit toward the JD degree.

GOL 680. Leadership: Theories, Models, Behavior. 3 credits.
The course looks at a variety of theories and approaches to leadership and examines topics such as skills, styles, and ethics of organizational leadership. It also looks at situational and psychodynamic approaches and the role of transformational leadership and considers leadership ethics. Emphasis is placed on organizational culture in various dimensions and on managing organizational cultural change. Students are expected to engage in and present case studies on organizational leadership. This course requirement must be satisfied prior to the externship semester in Washington, D.C.

GOL 690. Workshop: Emerging Perspectives on Governance. 2 credits. FA
This workshop emphasizes complex systems concepts in governance. Students develop skills in areas such as network mapping, power dynamics, and bridging. This course may be offered in successive spring semesters, allowing GOAL students to engage in these discussions both before and after their externship experiences. The paper completed for this course satisfies the major paper requirement for the MS degree. Credit hours awarded for this course do not count as credit toward the JD degree.

GOL 710. Counsel Roles and Leadership in Government Agencies. 3 credits.
The course will provide a comprehensive look at the major functions of government lawyers. Heavy emphasis is placed upon exploring the question of "who is the client?" and upon developing knowledge and skills in working with other managerial stakeholders within agencies and with external stakeholders such as OMB, Congress, other agencies. The course will be offered on a 2-week intensive basis just prior to commencement of the externship; part of the course will be aimed at preparing the student to get the most out of the externship.

GOL 720. Ethics in Government. 2 credits.
This course offers a detailed introduction to the Office of Government Ethics, designated agency ethics officials (DAEO), and the Standards of Ethical Conduct. Students will also look at broader ethical concepts as well as comparing formal government ethics with other ethical systems, including the Model Rules of Professional Conduct. The course will run during the externship time period and will meet one evening each week.

GOL 730. Externship Program. 11 credits. (see LAW 370)
This program is a full time government externship spanning approximately 3 months, providing an opportunity for intensive study of government legal processes and counsel office operations. Externships will be aimed at developing skills through in-depth work on a variety of assignments. Each week, students will meet together with a member of the law faculty (some weeks in person, others, on-line) to discuss issues and experiences; students will also be invited to a variety of presentations and activities involving government lawyers. Students are expected to work closely and cooperatively with administrators of the GOAL program to secure externships. Failure to do so will reduce placement opportunities. With guidance and advice from GOAL administrators, students should secure housing in advance of the semester.

GOL 740. Immigration Law. 3 credits. (See LAW 370)
This course explores the history of United States immigration legislation from the Alien and Sedition Acts to the present, with emphasis on the McCarran-Walter Act of 1952 and the 1965 and 1976 Amendments. Coverage includes immigrant and nonimmigrant visas including visas based on employment, refuses and political asylum; excludable classes; entry procedure; deportable classes; the deportation process; and naturalization.

GOL 750. Native American Law. 3 credits.
The subject matter of this class centers on discovering the range, depth and complexity of law and policy both emanating from and directly affecting American Indian tribes. Treaties concluded between tribes and the U.S. government during America's westward expansion and the attendant assumption of fiduciary responsibility by Congress form the basis on which subsequent laws and policies are examined. Issues to be studied include tribal court structure, federalism questions, gaming and hunting rights and exemptions, and the implementation of major statutes under U.S. Code Title 25 such as the Indian Child Welfare Act and the 1990 Native American Graves & Repatriation Act.

Government Organization and Leadership - M.S.

Program of Study

The Master of Science (MS) degree in Government Organization and Leadership (GOAL) requires completion of 35 credit hours, an externship in Washington D.C. and a major paper. Thirteen (13) credit hours may be satisfied by courses taken for the Juris Doctor (JD) degree. Five (5)

credit hours of GOAL courses may serve as credit toward the JD degree. The program includes a full-time externship at a government office in Washington, DC. While in DC, students take three classes, participate in conferences, networking events, and other opportunities as they arise.

Degree requirements (35 credits):

Code	Title	Credits
Required Courses Taught on Campus		
LAW 307	Administrative Law	3
LAW 406	State and Local Governments in a Federal System	3
GOL 670	Government Organization and Research	1
GOL 680	Leadership: Theories, Models, Behavior	3
GOL 690	Workshop: Emerging Perspectives on Governance	2
Required Courses Taught in Washington DC (Fall Semester, 3rd Year)		
To participate in this part of the program, students must have at least a 2.25 law school GPA, must otherwise be in good standing, and must have completed four semesters of law school.		
GOL 710	Counsel Roles and Leadership in Government Agencies	3
GOL 720	Ethics in Government	2
GOL 730	Externship Program	11
Electives		
Select a minimum of seven credits from the following list:		7
LAW 306	Conflict Engagement and Leadership	
LAW 309	Comparative Constitutional Law	
LAW 311	Advanced Constitutional Law	
LAW 325	Banking Law and Regulation	
LAW 334	Children, Family, and the State	
LAW 339	Copyrights	
LAW 340	Federal Courts:Relations Between Federal Courts & Congress & Between the Federal Courts & the States	
LAW 342	International Trade Regulation	
LAW 346	Employment Discrimination	
LAW 347	Health Care Insurance Law	
LAW 349	Environmental and Natural Resources Law	
LAW 350	Elder Law	
LAW 351	Estate and Gift Taxation (Federal)	
LAW 361	Federal Courts: Jurisdiction and Procedure of the District Courts	
LAW 363	Federal Income Taxation	
LAW 370	Immigration Law	
LAW 376	Health Care Organizations	
LAW 379	International Environmental Law	
LAW 380	Mergers and Acquisitions	
LAW 381	Labor Law	
LAW 387	Land Use Law	
LAW 397	Legal Issues in Electronic Commerce	
LAW 398	Employment Law	
LAW 402	Law of Armed Conflict	
LAW 403	Native American Law	
LAW 407	Oil and Gas Law	
LAW 409	National Security and Foreign Relations Law	
LAW 413	Patent Law I	
LAW 423	International Law	
LAW 426	Law of Church and State	
LAW 428	Employee Rights and Benefits	
LAW 432	Education Law	
LAW 436	Securities Regulation	
LAW 440	Trademarks and Unfair Competition	
LAW 443	State and Local Taxation	
LAW 438	Supreme Court Seminar	
LAW 459	White Collar Crime	
NCR 624	Dynamics of Conflict Resolution and Engagement	
Total Credits		35

PROGRAM TIMELINE

In the 2nd and 3rd years of law school (with additional summer school attendance), students should take the cluster of required, on-campus GOAL classes: Administrative Law, Leadership, the Workshop on Governance, and State & Local Governments, and the requisite number of qualifying law school elective courses. In the fall semester of the 3rd year of law school, students will participate in the Washington, D.C. courses and the externship. To graduate with both degrees, students need to complete a total of 124 classroom hours:

- 89 law school credit hours (5 GOAL credit hours for courses taken during the Washington, D.C. semester count toward both the JD and MS degrees).
- 35 GOAL credit hours (13 law school credit hours count for both the JD and MS degrees).

To complete both the MS-GOAL and JD requirements in 3 years, students should plan to earn seven or more hours of law credit during their two summer school sessions. Students should be aware that participation in the GOAL program may reduce opportunities to participate in certain other law school extracurricular offerings, such as Law Review, Moot Court, and trial teams.

JD/MS-GOAL Dual Degree

Program Mission and Goals

The GOAL program is designed as a dual-degree program to prepare Creighton law students to assume leadership positions as attorneys working for government entities. Students in the program acquire valuable information and skills useful across the full array of government activity. While the program focuses primarily on the roles of lawyers within the federal government, GOAL graduates emerge from the program well equipped to succeed in state and local government as well. The program is both theoretical and practical: students develop a sophisticated construct of the role of lawyers in government and apply their learning during an intensive full-time externship in a federal governmental office. GOAL offers students:

- A legal/organizational framework for understanding the role of government counsel;
- A set of core competencies to understand and effectively participate as lawyers in leadership and organizational roles in government;
- An enhanced capacity for working as government lawyers in federal agencies;
- Practical skills and techniques in strategic planning, problem solving, collaboration, decision making, and consensus building;

- A detailed understanding of government standards of ethical conduct and ethical principles arising from core values of our society and the Jesuit tradition; and
- Tools to enhance performance and achieve desirable outcomes in career pursuits.
- Graduate in 3 years with dual JD/MS-GOAL degrees.

Program of Study

The degree is a Master of Science in Government Organization and Leadership (MS-GOAL). This degree requires completion of 35 credit hours, an externship in Washington D.C. and a major paper. Thirteen credit hours may be satisfied by courses taken for the JD degree. Five credit hours of GOAL courses may serve as credit toward the JD degree. The program includes a full-time externship at a government office in Washington, DC. While in DC, students take three classes, participate in conferences, networking events, and other opportunities as they arise.

JD and MS-GOAL Dual Degree Program (35 Credits)

Code	Title	Credits
Required Courses Taught in Omaha		
LAW 307	Administrative Law	3
LAW 406	State and Local Governments in a Federal System	3
GOL 680	Leadership: Theories, Models, Behavior	3
GOL 690	Workshop: Emerging Perspectives on Governance	2
GOL 670	Government Organization and Research	1
Required Courses Taught in Washington, D.C.		
Courses taken Fall semester, 3rd year of Law School.		
GOL 710	Counsel Roles and Leadership in Government Agencies	3
GOL 720	Ethics in Government	2
GOL 730	Externship Program	11
Electives		
Select at least 7 credits of elective courses from the following. These courses, except for PLS courses, count toward both the J.D. and M.S. degrees.		7
LAW 311	Advanced Constitutional Law	
LAW 325	Banking Law and Regulation	
LAW 306	Conflict Engagement and Leadership	
LAW 309	Comparative Constitutional Law	
LAW 339	Copyrights	
NCR 624	Dynamics of Conflict Resolution and Engagement	
LAW 432	Education Law	
LAW 350	Elder Law	
LAW 346	Employment Discrimination	
LAW 349	Environmental and Natural Resources Law	
LAW 351	Estate and Gift Taxation (Federal)	
LAW 361	Federal Courts: Jurisdiction and Procedure of the District Courts	
LAW 340	Federal Courts:Relations Between Federal Courts & Congress & Between the Federal Courts & the States	
LAW 363	Federal Income Taxation	
LAW 376	Health Care Organizations	
LAW 347	Health Care Insurance Law	
LAW 370	Immigration Law	
LAW 379	International Environmental Law	
LAW 423	International Law	
LAW 342	International Trade Regulation	
LAW 381	Labor Law	
LAW 387	Land Use Law	
LAW 402	Law of Armed Conflict	
LAW 397	Legal Issues in Electronic Commerce	
LAW 409	National Security and Foreign Relations Law	
LAW 403	Native American Law	
LAW 407	Oil and Gas Law	
LAW 413	Patent Law I	
LAW 436	Securities Regulation	
LAW 428	Employee Rights and Benefits	
LAW 443	State and Local Taxation	
LAW 438	Supreme Court Seminar	
LAW 440	Trademarks and Unfair Competition	
JD First-year Required Courses		32
JD Second-year Required Courses		22
JD Electives		35
35 elective credits (including the professional skills requirement) are normally required for the JD. 5 GOAL credits count toward JD electives.		
Total Credits		124

Health and Wellness Coaching

Program Director: Tom Lenz

Creighton's online Master of Science in Health and Wellness Coaching (MS-HWC) prepares students to fill a growing need in the changing landscape of health care, marked by increasingly broad and distinct understandings of health. This program prepares students to work with a health care team and one-on-one with individuals to help them thrive. Students help people see wellness as a lifelong journey in which they can be empowered to make good choices for their health. Students are prepared to be a part of a diverse team as they gain an understanding of the many dimensions of health and wellness. Students learn about aspects of personal health, such as nutrition and stress management as well as coaching skills like motivational interviewing and program design.

The Master of Science in Health and Wellness Coaching prepares students to:

1. Have the knowledge, skills and values to collaborate with individuals to improve their health and well-being so that they can thrive in the community in which they live, work and spend their time, and
2. Work collaboratively with patients/clients and an interdisciplinary team to promote health and well-being with and for individuals with and without a chronic disease, and
3. Successfully obtain nationally and internationally recognized credentialing in health and wellness coaching, and
4. Successfully pursue a career in the health and wellness industry.

Educational Outcomes

Graduates of the MS-HWC program must possess knowledge, skills and values to work with people to improve their personal health and well-being so that they can thrive in the community in which they live, work, and spend their time. Graduates must be able to serve individuals

based on efficacy data and in cooperation with other members of an interdisciplinary team. In this regard, graduates must demonstrate competence in the following areas:

1. **Ignatian Values**. Demonstrate through academic preparation and personal reflection the values of St. Ignatius of Loyola that includes, but are not limited to, *cura personalis*, solidarity, and the promotion of social justice.

2. **Collaboration**. Demonstrate the ability to work collaboratively and effectively within a team. In health and wellness coaching, a team is not limited to fellow students, faculty, or health care providers. Rather, team members include all those involved in, and concerned with the health of an individual, including the individual him/herself.

3. **Communication**. Demonstrate effective verbal, non-verbal, and written communication skills. Students will demonstrate the ability to communicate cross-culturally and within various economic and social classes. Students will also communicate and collaborate effectively and at an appropriate level both interpersonally and within an interdisciplinary team.

4. **Creativity and Critical Thinking**. Demonstrate situational solutions critically and creatively. Students will problem-solve personal and professional situations with creative imagination and analytical solutions. This will be done through academic practices, service learning and research projects.

5. **Whole Person Health**. Demonstrate the knowledge, attitudes, and values of the interconnected and dynamic components that affect individual and community health and well-being. These components include, but are not limited to physical, emotional, sociocultural, economic, environmental and spiritual health.

6. **Self-Care**. Demonstrate the knowledge and attitudes for effective self-care. Students will learn about self-care strategies and practice designing whole person self-care programs for self and others that include, but are not limited to a healthy lifestyle.

Admission Requirements

Requirements for admission to the graduate programs in Health and Wellness include:

1. Completed application form with $50 application fee
2. Current resume
3. Statement of purpose (2-3 pages, double-spaced) outlining the reasons for applying for admission, the intended goals, and personal philosophy on health and wellness coaching
4. Official transcripts from all educational institutions attended
5. Three recommendations by persons familiar with the applicant's academic background, achievements and personal qualities
6. Proof of regular access to the technology needed to take online courses
7. Proof of completion of a health related degree, credentialing, or health related coursework

*All international applicants from countries in which English is not the primary language must demonstrate proficiency in the English language by submitting a minimum TOEFL score of 90 iBT.

*Creighton University reserves the right to request GRE scores or a personal interview.

The Master of Science in Health and Wellness Coaching (HWC) program is designed to prepare students to have the knowledge, skills and values to work inter-collaboratively with individuals to improve their health and well-being so that they can thrive in the community in which they live, work and spend their time. A core value of the program emphasizes the whole person health needs of an individual with emphasis on personal care.

Degree Programs

- M.S., HWC (p. 107)
  - Health and Wellness Coaching Certification concentration (p. 108)

Accelerated Bachelor's to Master's Programs

- B.A., Communication Studies/M.S., HWC (p. 109)
- B.A., Healthy Lifestyle Management/M.S., HWC (p. 109)
- BSBA, Marketing/M.S., HWC (p. 110)

Graduate Certificates

- Lifestyle Medicine (p. 108)
- Leadership and Well-Being (p. 108)

Courses

HWC 501. Personal Development for the Health and Wellness Coach. 3 credits.
A fundamental component to health and wellness coaching is self-awareness, continuous personal development, daily reflection, personal balance, and the self-promotion of health and well-being. This course provides students with tools and practices to achieve and maintain these fundamental components.

HWC 591. Advanced Lifestyle Medicine. 2 credits.
Lifestyle medicine is the use of healthy lifestyle behaviors to prevent and treat chronic diseases. In this course, students will consider comprehensively applying lifestyle medicine strategies to healthy individuals, to those with chronic diseases, and as part of a self-care program. Students will also consider lifestyle medicine as its own medical explanatory framework for disease, illness and health.

HWC 650. Health Behavior Modification. 3 credits.
This course provides students with a broad perspective on the many factors that determine health, with emphasis on healthy lifestyle behaviors. Students will construct, implement and modify healthy lifestyle programs for case patients/clients with and without chronic disease and across the lifespan. Special emphasis will be placed on understanding the pathophysiology and current treatment strategies of common chronic diseases. Students also learn how to evaluate and read research papers that are based on lifestyle medicine practices and procedures.

HWC 651. Nutrition for Chronic Disease. 3 credits.
This course reviews the basic principles of human nutrition with emphasis on the relationship between diet and health, and diet and disease. Students will learn and practice how to construct, implement, and modify personalized nutrition programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on nutrition practices and procedures. P. HWC 591.

HWC 652. Exercise for Chronic Disease. 3 credits.
This course reviews the basic principles of aerobic and anaerobic fitness and their relationship with health and disease. Students will learn and practice how to construct, implement, and modify personalized exercise programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on exercise practices and procedures. P. HWC 591.

HWC 653. Stress and Sleep Management. 3 credits.
This course studies stress and sleep and their respective impacts on health and chronic disease across the lifespan. Several stress management techniques are debated and practiced with emphasis on mind-body medicine and the relaxation response. Students also learn how to evaluate and read research papers that are based on stress and sleep management practices and procedures.

HWC 654. Healthy Aging Across the Lifespan. 3 credits.
This course presents an analysis of contemporary issues that contribute to health risk factors across the lifespan from infancy to elderly populations. Healthy aging will be discussed from the perspectives of clinical health, healthy lifestyle choices, social and economic factors, and the physical environment. The promotion of health and well-being will be emphasized across the lifespan.

HWC 655. Care Coordination and Team-Based Care. 3 credits.
This course will discuss the skills necessary to help patients successfully navigate through the healthcare system over the course of the lifespan. Emphasis will be placed on the knowledge, skills and values needed to serve as a liaison between patients and their healthcare team and serve as a guide and advocate. Students will learn about team-based care dynamics and how to be an effective member of a team in a health and wellness setting.

HWC 670. Research Methods and Program Design. 3 credits.
This course will explore of quantitative and qualitative research techniques applicable to health and wellness literature and program design. By the end of the course, students will be able to evaluate research and the program designs of others. In addition, students will be able to design their own programs with the appropriate methods of evaluation.

HWC 760. Advanced Health and Wellness Coaching. 3 credits.
This advanced course will prepare students for health and wellness coaching through the practice of program design and implementation of individuals within the community. Special emphasis will also be placed on team building skills and business practices related to health and wellness coaching.

HWC 771. Field Research and Thesis Writing. 6 credits.
This course is taken by students who opt for the field research track with writing a thesis based on the field research findings. Students will closely interact with and be mentored by their advisor in collecting, analyzing, and interpreting data and when they write the thesis.

HWC 772. Library Research and Thesis Writing. 6 credits.
This course is taken by students who opt for the library research track with writing a thesis based on the library research findings. Students will closely interact with and be mentored by their advisor in searching for, analyzing, and interpreting data and when they write the thesis.

HWC 780. Health and Wellness Coaching Skills, Techniques, & Tools. 3 credits.
The art and science of health and wellness coaching is enhanced with practice. In this course, students will utilize knowledge, skills, techniques, and tools acquired throughout the curriculum. Students will collaborate with clients seeking to improve their general well-being and with clients who are physician-diagnosed with chronic disease states. P. HWC 760.

HWC 781. Health and Wellness Coaching: Theory to Practice. 3 credits.
This hybrid course combines online learning with a five-day on campus residency that builds on the knowledge, skills, and values gained throughout the HWC curriculum. Students apply theory to practice during the residency component of the course through case studies, face-to-face coaching sessions, and interactive group projects. P. HWC 760.

HWC 795. Directed Independent Study. 1-6 credits.
Students participate in independent scholarly projects under the supervision of a faculty member. P. Department consent.

HWC 798. Practicum in Health and Wellness Coaching. 3 credits.
Students who opt for the practicum track will work with a health/well-being-related organization to gain experience in the field of health and wellness coaching. During the practicum, students will design and develop an independent project that is mutually beneficial to the student and the organization. Students will be supervised by someone within the organization and by a faculty instructor. Course is repeatable up to 6 credits. P. Department Consent.

HWC 799. Capstone in Health and Wellness Coaching. 3 credits.
This course is designed to challenge students to reflect upon the Health and Wellness Coaching curriculum with the goal of defining their vocation, creating their personal health coaching philosophy, and identifying evidence based strategies they plan to use in their future health coaching practice while considering the broad and distinct landscape of health and well-being. P. Department Consent.

Health and Wellness Coaching - M.S.

M.S.-HWC Degree requirements (36 credits):

Code	Title	Credits
Required Courses		
Take each of the following:		
GRD 601	Writing for Graduate Students	1
HWC 501	Personal Development for the Health and Wellness Coach	3
HWC 591	Advanced Lifestyle Medicine	2
HWC 650	Health Behavior Modification	3
HWC 651	Nutrition for Chronic Disease	3
HWC 652	Exercise for Chronic Disease	3
HWC 653	Stress and Sleep Management	3
HWC 670	Research Methods and Program Design	3
HWC 760	Advanced Health and Wellness Coaching	3
HWC 799	Capstone in Health and Wellness Coaching	3
Elective credits		
Choose 3 of the following:		9
HLM 520	Spirituality and Health	
HWC 780	Health and Wellness Coaching Skills, Techniques, & Tools	
HWC 781	Health and Wellness Coaching: Theory to Practice	
HWC 795	Directed Independent Study	

HWC 798	Practicum in Health and Wellness Coaching	
MHE 603	Law and Health Care Ethics	
MHE 604	Social and Cultural Contexts of Health Care	
MMA 590	Social Epidemiology	
MMA 591	Food, Culture, and Nutritional Health	
MMA 630	Health Care and Health Services: Anthropological Perspectives	
MPH 608	Health Communication and Informatics	
MPH 633	Health Economics and Finance	
MSL 602	Communicating and Leading Across Cultures	
MSL 624	Leadership and Well-Being	
NCR 620	Introduction to Conflict Engagement	
NUR 756	Health Promotion and Disease Prevention in the Gerontological Population	
Total Credits		36

Health and Wellness Coaching Certification concentration (9 credits):

Code	Title	Credits
Required course		
HWC 781	Health and Wellness Coaching: Theory to Practice	3
Choose two courses from the following:		6
HLM 520	Spirituality and Health	
HWC 780	Health and Wellness Coaching Skills, Techniques, & Tools	
HWC 795	Directed Independent Study	
MMA 590	Social Epidemiology	
MMA 591	Food, Culture, and Nutritional Health	
MSL 602	Communicating and Leading Across Cultures	
MSL 624	Leadership and Well-Being	
MPH 608	Health Communication and Informatics	
MPH 633	Health Economics and Finance	
MHE 603	Law and Health Care Ethics	
MHE 604	Social and Cultural Contexts of Health Care	
NCR 620	Introduction to Conflict Engagement	
NUR 756	Health Promotion and Disease Prevention in the Gerontological Population	
Total Credits		9

Certificate in Leadership and Well-Being

By the end of this graduate certificate program, students will demonstrate knowledge of well-being principles and practices within leadership settings.

Graduate Certificate in Leadership and Well-Being requirements: 15 credits

Code	Title	Credits
MSL 624	Leadership and Well-Being	3
HWC 653	Stress and Sleep Management	3
HWC 670	Research Methods and Program Design	3
HWC 6xx The Intersection of Health and Leadership (Under construction)		3
MSL 6xx Failing, Failure and Resiliency (Under construction)		3
Total Credits		15

Lifestyle Medicine - Graduate Certificate

Lifestyle Medicine is a branch of evidence-based medicine in which comprehensive lifestyle changes are used to prevent, treat and reverse the progression of chronic diseases by addressing their underlying causes. Interdisciplinary faculty provide students with the knowledge and skills to design, implement and modify comprehensive lifestyle medicine programs for individuals with and without chronic disease. Emphasis is placed on interpersonal communication, working collaboratively with others, and evaluating and reading research related to lifestyle medicine. Additionally, students in the program will value the social justice issues related to lifestyle medicine and care for the whole of the individual person.

Program Objectives

1. Design, implement and modify lifestyle medicine programs that create health for individuals with and without chronic disease.
2. Demonstrate effective interpersonal verbal, non-verbal and written communication skills.
3. Discern social justice issues related to health and health care in the context of lifestyle medicine.
4. Recommend and evaluate appropriate literature related to lifestyle medicine.

Admission Requirements

Requirements for admission to the graduate programs in Health and Wellness include:

1. Completed application form with $50 application fee
2. Current resume
3. Statement of purpose (2-3 pages, double-spaced) outlining the reasons for applying for admission, the intended goals, and personal philosophy on health and wellness coaching
4. Official transcripts from all educational institutions attended
5. Three recommendations by persons familiar with the applicant's academic background, achievements and personal qualities
6. Proof of regular access to the technology needed to take online courses
7. Proof of completion of a health related degree, credentialing, or health related coursework

*All international applicants from countries in which English is not the primary language must demonstrate proficiency in the English language by submitting a minimum TOEFL score of 90 iBT.

*Creighton University reserves the right to request GRE scores or a personal interview.

Lifestyle Medicine Certificate requirements (15 credits)

Code	Title	Credits
GRD 601	Writing for Graduate Students	1
HWC 591	Advanced Lifestyle Medicine	2
HWC 650	Health Behavior Modification	3
HWC 651	Nutrition for Chronic Disease	3
HWC 652	Exercise for Chronic Disease	3

HWC 653	Stress and Sleep Management	3
Total Credits		15

HWC-Accelerated Programs

Accelerated Bachelor's to Master's Programs

- B.A., Communication Studies/M.S., HWC (p. 109)
- B.A., Healthy Lifestyle Management/M.S., HWC (p. 109)
- BSBA, Marketing/M.S., HWC (p. 110)

BA-COM/MS-HWC Accelerated Program

Accelerated Master's Program (AMP):
Bachelor of Arts (B.A.) in Communication Studies and Master of Science (M.S.) in Health and Wellness Coaching (HWC)

The accelerated M.S.-HWC degree for students in the B.A.-COM program will allow them to begin earning credit towards the online HWC degree during their final two to four semesters.

Degree Requirements

1. B.A. in Communication Studies (http://catalog.creighton.edu/undergraduate/arts-sciences/communication-studies/#majorstext) requirements
2. Complete the courses in the Plan of Study below during the final semesters of the B.A. degree.
3. Complete the M.S., Health and Wellness Coaching requirements (p. 107)

Junior		
Summer		
GRD 600	Orientation to Creighton	0
	Term Credits	0
Senior		
Fall		
HWC 591	Advanced Lifestyle Medicine	2
GRD 601	Writing for Graduate Students	1
HWC 650	Health Behavior Modification	3
	Term Credits	6
Spring		
HWC 651	Nutrition for Chronic Disease	3
HWC 652	Exercise for Chronic Disease	3
	Term Credits	6
Summer		
Complete additional 3 credit hours to earn the Graduate Certificate in Lifestyle Medicine		
OR		
Complete additional 24 credit hours to earn the Master of Science in Health and Wellness Coaching		
	Term Credits	0
	Total Credits:	12

B.A. (HLM)/M.S. (HWC) Accelerated program

Accelerated Master's Program (AMP):
Bachelor of Arts (B.A.) in Healthy Lifestyle Management/ Master of Science (M.S.) in Health and Wellness Coaching (HWC)

The accelerated M.S. (HWC) degree for students in the B.A. (HLM) program will allow students to begin earning credit toward the M.S. degree during their final semesters in the B.A. program.

Degree Requirements

1. B.A., Healthy Lifestyle Management requirements (http://catalog.creighton.edu/undergraduate/arts-sciences/healthy-lifestyle-management/healthy-lifestyle-management-ba)
2. Plan of Study below during the final semesters of the B.A. degree
3. M.S., Health and Wellness Coaching requirements (p. 107)

Senior		
Fall		**Credits**
HWC 591	Advanced Lifestyle Medicine	2
GRD 601	Writing for Graduate Students	1
HWC 650	Health Behavior Modification	3
	Term Credits	6
Spring		
HWC 651	Nutrition for Chronic Disease	3
HWC 652	Exercise for Chronic Disease	3
	Term Credits	6
Summer		
Begin additional 24 credit hours as a HWC graduate student.		
	Term Credits	0
	Total Credits:	12

BSBA-MKT/MS-HWC Accelerated Program

Accelerated Master's Program (AMP):
Bachelor of Science in Business Administration (BSBA) in Marketing / Master of Science (M.S.) in Health and Wellness Coaching

The BSBA to MS-HWC Accelerated program provides an efficient progression to complete the BSBA in Marketing and the Master of Science in Health and Wellness Coaching in an accelerated time. The program enables undergraduate students to begin taking MS-HWC coursework during their final undergraduate year (i.e., 4th year) in order to complete their master's degree at the conclusion of their 5th year. Students in the BSBA: Marketing program may apply up to 12 credit hours of MS-HWC coursework to both their BSBA degree (as non-restricted electives) and to the MS-HWC master's degree.

Students in the BSBA to MS-HWC Accelerated program will enroll in 12 graduate credit hours during their final two to four semesters as a BSBA undergraduate within the MS-HWC program. (For illustrative purposes, the table below provides an example of the timing of these courses.) In conjunction with entering the HWC program, students will be required to complete GRD 600, an online on-boarding class for all Creighton graduate students. Students will then enroll in three credit hours of master's level coursework per semester during their final two to four semesters as a Creighton undergraduate. All of these credit hours apply to the requirements of the MS-HWC degree and fill a non-restricted elective for the BSBA major.

Degree Requirements

1. BSBA - Marketing requirements (http://catalog.creighton.edu/undergraduate/business/marketing-management/#majorstext))
2. Complete the courses in the Plan of Study below during the final semesters of the BSBA degree.
3. Complete the MS-HWC requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/health-and-wellness-coaching-ms)

Senior		
Fall		**Credits**
GRD 601	Writing for Graduate Students	1
HWC 591	Advanced Lifestyle Medicine	2
HWC 650	Health Behavior Modification	3
	Term Credits	6
Spring		
HWC 651	Nutrition for Chronic Disease	3
HWC 652	Exercise for Chronic Disease	3
	Term Credits	6
	Total Credits:	12

Please note that students are responsible for identifying interest in this program by the second semester of the junior year (3rd year) to allow for proper academic advising and curriculum planning/advising.

Admissions criteria are as follows:

- Students must be a declared BSBA: Marketing major in good standing at Creighton University;
- Students must have achieved a minimum cumulative Creighton GPA of 3.0 overall.
- Students must have junior or senior standing.
- Students must apply to the Graduate School prior to commencing their final six hours of graduate credit in the Accelerated program.
- No GRE is required.

Healthcare Management

Graduate Certificate in Healthcare Management

Admissions Requirements

- Bachelor's degree from a regionally accredited college or university
- Completed application form with application fee
- Undergraduate GPA of at least 3.0
- Official transcripts from all educational institutions attended
- Current resume
- Statement of purpose (2-3 pages, double-spaced) outlining the reasons for applying for admission and the intended goals
- Three recommendations by persons familiar with the applicant's academic background, achievements and personal qualities
- Minimum TOEFL of 90 for students for whom English is not their first language
- Proof of regular access to the technology needed to take online courses

Grad Cert in Healthcare Management requirements (15 credits):

Code	Title	Credits
MHM 600	Managing Healthcare Organizations	3
MHE 603	Law and Health Care Ethics	3
or MBA 781	Legal, Ethical, and Societal Considerations in Healthcare Management	
MPH 633	Health Economics and Finance	3
MHM 795	Human Resources for Healthcare Managers	3
Approved Healthcare Management elective		3
Total Credits		15

Institute for Priestly Formation

Program Director: Rev. Richard J. Gabuzda, S.T.D.

Program Office: Campion House, Suite 6

priestlyformation.org (http://priestlyformation.org)

Graduate Study in Priestly Formation

The Institute for Priestly Formation was founded to assist bishops in the spiritual formation of diocesan seminarians and priests in the Roman Catholic Church. The Institute responds to the need to foster spiritual formation as the integrating and governing principle of all aspects of

priestly formation. Inspired by the biblical-evangelical spirituality of Ignatius Loyola, this spiritual formation has as its goal the cultivation of a deep interior communion with Christ; from such communion the priest shares in Christ's own pastoral charity. In carrying out its mission, the Institute directly serves diocesan seminarians and priests as well as those who are responsible for diocesan priestly formation.

Each summer the Institute, in collaboration with Creighton University, conducts a residential summer program for diocesan seminarians. Seminarians may earn nine graduate credits in the course of the program. Other programs, credit and non-credit, are offered in the summer and throughout the year.

Program Goals

1. To awaken and deepen relational prayer with the Father, Son, and Holy Spirit, effecting a participation in Christ's own pastoral charity.
2. To foster a seminarian's joy and delight as he is assisted to appropriate his identity as a "contemplative even in action" rooted in the call to be beloved son, chaste spouse, spiritual physician, spiritual father and good shepherd.
3. To guide the seminarian in a radical reorientation to Christ unleashing in him an affectively mature embrace of chaste celibacy leading to his sharing Christ's own self-donation to His Bride, the Church.
4. To form future shepherds as teachers of prayer and discernment to serve the laity in their (own) call to holiness as transformers of culture.

Admission Requirements

Seminarian applicants must be part of an accredited Roman Catholic seminary formation program. Participants in IPF courses are restricted to diocesan seminarians and priests with exceptions granted by the IPF director.

Courses

IPF 501. Christian Prayer and Discernment. 2 credits. SU
A fundamental grounding in the Church's spiritual tradition. An emphasis is placed on the prayerful understanding of interior spiritual movements and the practice of Ignatian discernment of spirits.

IPF 502. Growing into Authentic Manhood with Christ the Priest. 3 credits. SU
This course fosters the integration of the human and spiritual dimensions of the seminarian's life so that he can faithfully exercise Christ's own pastoral charity in his future ministry. An emphasis is placed upon appreciating and living priestly celibacy as a generative gift from God. The readings, lectures, and assignments present opportunities for personal integration.

IPF 503. Prayer and Priestly Identity. 2 credits. SU
This course aims to form participants in a whole-hearted embracing of the distinctive spirituality of the diocesan priesthood as that relates to the unique identity of the diocesan priesthood, so as to help foster a more effective exercise of pastoral authority and charity in the service of the Church.

IPF 504. The Mystery of the Liturgy: Receiving in Celebration and in Life. 2 credits. SU
An exploration and experience of the ways in which the wellspring of Trinitarian life interpenetrates liturgical celebrations, personal prayer, and daily life and ministry.

IPF 707. The Spiritual Exercises Of St. Ignatius Loyola: Theory And Practice. 2-5 credits. OD
Practical experience of the Spiritual Exercises in either the individually directed silent retreat format or the retreat in daily life format. Integration of this experience includes study and reflection on the theology, structure, and application of St. Ignatius' biblical- evangelical spirituality.

Interdisciplinary Leadership-Edd and MS

Program Director: Jennifer Moss Breen, Ph.D.
Program Office: Reinert Alumni Library, Room 204

Our Mission

Our program's mission is centered on developing leaders who use their skills to promote social justice and societal and organizational change. Drawing on the Jesuit tradition of Creighton University and Jesuit ideals of academic excellence, respect for human dignity, and a faith that does justice, the program is built on a leadership model that encourages continual, critical self-reflection. With increasing self-knowledge, leaders are empowered to work mindfully toward a more just community, workplace, and world.

The concept of leaders as stewards of an organization is emphasized during each course and promoted through research activities. Program faculty and students come from a variety of disciplines and professions, and as such, provide a rich interdisciplinary learning community for understanding the nature and role of interdisciplinary work in today's world.

The mission is carried out and fulfilled by attention to the following programmatic themes. These themes describe the leaders the program strives to develop:

- Leaders who experience, appreciate, and are prepared to pursue integrative learning in a collaborative community of practice.
- Leaders who possess moral courage and skills to innovate, adapt, and act in a changing world, striving for a more just society.
- Leaders who develop professionally through a process of formation using continual self-reflection.
- Leaders who understand the organizational and systematic challenges and opportunities in interdisciplinary work and practice.

Learning Outcomes

Upon completion of the Doctor of Education (Ed.D.) in Interdisciplinary Leadership Program, using an interdisciplinary perspective, students will:

1. Utilize leadership theories and models to inform practice.
2. Integrate critical thinking to inform professional leadership issues.
3. Practice ethical decision making informed by Ignatian values.
4. Model professional communication in scholarly and professional studies.
5. Apply reflective practices as a means for professional and personal growth.
6. Demonstrate the capacity for effective leadership within complex and diverse societies
7. Produce original scholarly research informed by leadership theory and social science methodology to improve practice.

Admission Requirements

Applicants must have a master's or equivalent professional degree from an accredited institution and submit the following documents:

1. Completed application form and application fee.
2. Current resume or CV.
3. A personal statement regarding the motivations of the applicant in seeking to pursue a degree in interdisciplinary leadership at Creighton University.
4. The completion of a writing exercise (the prompt will be provided at application).
5. Official transcripts from the highest degree attained (at the master's level or above); other transcripts are optional.
6. Three (total) letters of reference from instructors in the applicant's master's program, supervisors at work, or others that may speak to the applicant's potential success in a doctoral program. Co-workers, fellow students, or family members should not be asked to submit letters of reference.
7. A minimum TOEFL score of 90 (internet based) for students from countries in which English is not the native language.
8. Creighton University and program faculty reserves the right to request a personal interview with any applicant.

On-Campus Dissertation Research Track

The Doctoral Program in Interdisciplinary Leadership is available as a fully online degree program. However, there is an option for students to complete their dissertation research on Creighton's campus in Omaha. Students must formally select this on-campus dissertation track either a) during on campus orientation held at the end of the first term, or b) prior to the beginning of the last 3 credit hour course taken immediately preceding dissertation hours. If a student is currently in dissertation hours, they are not eligible to shift into the on-campus track.

Students who meet all of the following criteria are eligible to apply for the on-campus dissertation track:

- Students do not have the academic resources in their home city or region to effectively complete their research.
- Students must have completed required online classes—core courses, research courses, research elective, and the proposal construction course.
- Students must have successfully achieved candidacy and met all other requirements of the program.
- Students must use the 8 x ILD 899 "dissertation" hours and the final 2 credit ILD 810 dissertation defense course hours during the on-campus portion of their studies. *Note that ILD 899e, the 1 credit online course taken in conjunction with the ILD 890 course DOES NOT count as a dissertation hour.*
- Students must have a formal Dissertation Chair (selected prior to the ILD 814 proposal construction course) and either the chair or the second committee member MUST be a Creighton faculty member that lives in the Omaha area.

Students enrolled in the on-campus dissertation track must also comply with Creighton's Doctor of Education (Ed.D.) in Interdisciplinary Leadership Program requirements regarding continuous enrollment. Students are subject to the same evaluation process employed for all students in the Ed.D. in Interdisciplinary Leadership Program and are subject to the policies of Graduate School and Creighton University that apply to all Creighton students.

The schedule for the use of these hours may vary depending on when a particular student may start using these hours.

Note: - This option may carry with it financial aid implications. Consult the Financial Aid office to determine how this may affect your financial aid package. - International students must obtain the proper permissions and Visa to participate in this process. Consult the Global Engagement Office to work through that process.

The Doctor of Education (Ed.D.) in Interdisciplinary Leadership Program consists of a minimum of 60 semester hours and a required master's or equivalent professional degree. Students will tailor the dissertation to focus on their particular professional/workplace interests.

Degree Requirements (60 credits)

Code	Title	Credits
Orientation		
ILD 808	Program Orientation and Formulation of Learning	2
Core Courses		
ILD 801	Leadership Styles and Reflective Practice	3
ILD 815	Interdisciplinary Leadership Seminar	3
ILD 802	Leadership and Applied Ethics	3
ILD 803	Strategic Planning and Management	3
ILD 804	Organizational Theory and Behavior	3
ILD 805	Administrative and Policy Leadership Issues	3
ILD 806	Change Theory and Practice	3
Electives		12
Select 12 credits from the following:		
ILD 720	Introduction to University Teaching	
ILD 811	Interdisciplinary Practicum	
ILD 820	Jesuit and Ignatian Traditions	
ILD 821	Change Management and Quality	
ILD 822	Human Resources Leadership and Management	
ILD 823	Leadership in a Global Society	
ILD 825	Women and Leadership	
ILD 826	Analyzing Complex Problems	
ILD 827	Leadership in School Improvement	
ILD 831	Technology and Leadership	
ILD 832	Planning Programs for Adult Learners	
ILD 833	Writing for Scholarly Publication	
ILD 835	Sustainability Leadership: An Interdisciplinary Approach	
ILD 836	Leadership, Public Relation and Stakeholder Engagement	
ILD 837	Introduction to Servant Leadership	
ILD 838	Toxic Leadership	
ILD 840	Followership	
Research Courses		
ILD 812	Research Design and Professional Inquiry	3
ILD 890	Analysis and Application of Scholarly Literature	2
ILD 813	Research Design and Data Analysis	3
ILD 814	Proposal Construction	3
ILD 850	Quantitative Research Design and Methods	3
or ILD 851	Qualitative Research Design and Methods	
Dissertation		

ILD 899E	Dissertation	1
ILD 899	Dissertation Research	8
ILD 810	Dissertation Defense	2
Total Credits		60

The Master of Science (M.S.) in Interdisciplinary Leadership consists of 35 credit hours and is only available to students who:

- have successfully completed at least 32 earned credits in Creighton's Ed.D. program
- are in good standing with Creighton University
- have maintained a 3.0 GPA in Ed.D. coursework at Creighton University
- have no more than two C's in Creighton's Ed.D. program
- complete an application to the M.S. in Interdisciplinary Leadership program
- successfully complete the 3-credit capstone course (ILD 795) upon acceptance to the program

Degree Requirements * (35 credits)

Code	Title	Credits
32 Credits of ILD Coursework in Creighton's Ed.D. Program		32
ILD 795	Interdisciplinary Leadership Capstone	3
Total Credits		35

* This program requires successful completion of at least 32 credits of ILD courses, and not necessarily the first 32 credits listed in the plan of study.

Courses

ILD 720. Introduction to University Teaching. 3 credits.
If you teach or want to teach college or university courses, this course will explore the foundational aspects of teaching and learning and help you meet your need to be prepared. This course is grounded in learning theory, self-reflection, and an understanding of learning environment relations and dynamics to help you foster your teaching and learning development. Participants will develop a clear personal teaching philosophy and teaching portfolio as the culminating activity for this course.

ILD 795. Interdisciplinary Leadership Capstone. 3 credits.
This capstone course requires students to develop a written grant proposal to a funding agency of their choice. Students will explore fundamental components of grant proposals, develop an original program or project idea, and write and present a grant proposal informed by leadership concepts, Ignatian charisms, and ethical best practices. P. 32 earned hours of ILD credits; formal acceptance to the MS in Interdisciplinary Leadership Program.

ILD 801. Leadership Styles and Reflective Practice. 3 credits.
This course introduces the student to the knowledge, skills, and values underlying reflective practice. Various theories and leadership styles will be examined from a historical and contemporary point of view. Students will identify leaders and leadership situations that are examples of the various theories and styles. Students will apply leadership theories using their own institution/organization as a laboratory. Special attention will be directed to leaders engaging in reflective practice. Through readings and exercises focusing on leadership styles and reflective practice, the student will develop a greater knowledge of self and will begin the deliberate, life-long practice of reflective thinking. Students will develop a clear personal philosophy of their leadership style as the culminating activity for the class.

ILD 802. Leadership and Applied Ethics. 3 credits.
Consistent with the ideal that leadership is not just an act but a way of being, this course will explore the ethical foundations that inform the leader's personal and professional practices. Students will examine ethical theories and concepts applied to leadership challenges in real world situations. Emphasis will be placed on understanding ethical leadership for social and organizational change, the leader's role as a moral agent, as well as the organization's role as a moral agent in society.

ILD 803. Strategic Planning and Management. 3 credits.
This course integrates systems theory and problem-solving with strategic thinking. Students will engage in deep exploration of all aspects of strategic planning processes, including the following:--Development of an organizations' mission and vision statements within social, political, and economic environments--Creation of a strategic plan through trend analysis, systems analysis, and environmental analysis--Discernment of goals, objectives, and performance outcome measures --Execution and monitoring of strategic management. Principles related to how organizations and institutions operate in the context of a system guided by a strategic plan will be studied and applied to respective institutions and organizations.

ILD 804. Organizational Theory and Behavior. 3 credits.
This course explores the most important theories and models that explain the behaviors and attitudes of individuals (micro OB), teams and other groups (meso OB), as well as the "behavior" of entire organizations (macro OB). The course covers critical topics from organization theory and behavior, including such things as the relationship of environment, size, and technology to organization structure, organization culture, motivating followers, recognizing individual differences, decision making, creativity, leading groups and teams, exercising power, managing conflict, and job satisfaction and other work attitudes.

ILD 805. Administrative and Policy Leadership Issues. 3 credits.
This course examines the research on administrative issues and political power in decision making and the role of leaders in policy development. The course will address social, political, and economic influences on administration and policy development and the relationship between leadership and governance. Learners will review and critique public policy analytic frameworks and their application to contemporary policy issues. Administrative and policy leadership issues will also be applied to community relations and governing boards.

ILD 806. Change Theory and Practice. 3 credits.
Confronted with profound, rapid, and dynamic changes in the nature of their work and organizations, individuals are entering into a "permanence of change." As such, leaders are required to develop their understanding of and skills necessary to lead and/or facilitate complex organizational change. This course is designed to help individuals explore organizational change theory, analyze research on the multiple perspectives on and elements of change, understand how change can promote a learning organization, and practically apply what they have learned regarding organizational structure and decision making within and across organizations.

ILD 807. Financial and Legal Leadership Issues. 3 credits.
This course has been designed to focus on the leadership skills related to the management of the financial and legal issues in organizations/institutions. Specific attention will be given to theories of economic and finance, financial planning, sources and uses of financial support, budgeting, the American legal system, institutions as legal entities, authority for governance and administration, employee rights and responsibilities, client/student rights and responsibilities and institutional and personal liability applicable to business, education and health organizations and institutions. Graduate students are expected to have a basic understanding of business, education or health organizations with practical experience and professional preparation and planning careers for leadership in these types of organizations/institutions.

ILD 808. Program Orientation and Formulation of Learning. 1-2 credits.
Students will be required to be present on campus for a Learning Community meeting that will provide an opportunity for relationships and community building among students and faculty. The relationships established during this residency will be important as students progress through their program. The philosophy and mission of the Ed.D. in Interdisciplinary Leadership will be presented. The learning outcomes and expectations will be presented along with a review of the program requirements. A step by step explanation of how students will move through the program will assist students in understanding the requirements and navigating the program successfully. Attention will be given to distance education via online classes and students will learn how classes are formatted and delivered.

ILD 810. Dissertation Defense. 2 credits.
This seminar is the concluding requirement of the program. The dissertation defense is held on the Creighton University campus. Students will share their dissertation, the oral defense, interact with faculty and guests, and discuss theoretical and practical leadership implications of their work. Students will have an opportunity to provide feedback about the Ed.D. program and share suggestions for improvement. All dissertation-related edits and paperwork must be submitted to the program and graduate school prior to conferring the EdD degree.

ILD 811. Interdisciplinary Practicum. 1-6 credits.
Students will arrange a practical field experience to further develop their skills and abilities in a professional or organizational setting where they will be engaged in interdisciplinary leadership in action. This could include working with another person on a major project or exploring an area outside the student's own field (business, education, or health). The student will gain an understanding of researching internal or external elements related to personnel, policy, politics, economics, finance, governing relationships, elements of change, or other influences that challenge leadership, and then apply or recommend an innovative solution. The practicum experience will be arranged working with the practicum advisor.

ILD 812. Research Design and Professional Inquiry. 3 credits.
Modern social problems are complex and multilayered. Leaders must be able to properly identify effective and accurate research methods to investigate these issues. This course provides an overview of the concepts, procedures, and tools used by modern social science researchers. It is a required course. P. All EdD core coursework or by permission.

ILD 813. Research Design and Data Analysis. 3 credits.
This course builds on the foundations from ILD 812 and further explores select research designs and related data analysis procedures. Students will compare and contrast characteristics associated with qualitative and quantitative research designs, including sampling and data collection methods. Students will also explore and practice data analysis procedures including descriptive, inferential, and thematic analysis techniques. Students will also develop an outline of the methodology section of their dissertation in practice proposal. P. ILD 812.

ILD 814. Proposal Construction. 3 credits.
This course leads a cohort of 6-10 dissertation phase students through the process of developing a proposal for the Dissertation in Practice (DIP). The goal of the course is the development of an effective introduction, Literature Review, and Data and Methods according to the DIP proposal template, both in paper and presentation form. This is a required course. P. ILD 813.

ILD 815. Interdisciplinary Leadership Seminar. 3 credits.
This course focuses on the field of leadership in interdisciplinary contexts to enhance students' proficiency in facilitating organization-and system-wide improvements. Leadership theories and practices are related to emerging interdisciplinary approaches to promote students' knowledge, skills, and ability hierarchies, varied job roles, and diverse expertise. Through examination of theoretical perspectives and interdisciplinary work, students will develop an ability to integrate the contributions of different points of view and ways of thinking crucial to effectively lead high performing organizations in a dynamic world. P. ILD 801, ILD 808.

ILD 820. Jesuit and Ignatian Traditions. 3 credits.
Jesuit education in the 21st century stems from philosophical values rooted in the humanistic tradition of Renaissance culture. This course will explore the historical backdrop that sparked the formation of organized Jesuit schools, including focus on a unique style of social leadership that has sustained the Ignatian tradition for over four hundred and fifty years. To enhance learning, students will engage in critical self-reflection on personal values, attitudes, ethics, and moral development in relation to societal expectations and norms.

ILD 821. Change Management and Quality. 3 credits.
All organizations are impacted by never ending change. If organizations are in a constant state of perpetual beta, how do leaders ensure high quality of products or services? This course introduces the concepts of program quality and assessment that can be applied to multiple types of organizations. Attention will be given to strategic alignment and the role of values and propositions along with a focus on the utilization of several systems for assessing quality with specific focus on the "Balanced Scorecard" and the NIST Baldridge Performance Excellence Program.

ILD 822. Human Resources Leadership and Management. 3 credits.
This course examines the knowledge base of Human Resources Development (HRD) and the organizational setting in which HRD occurs. Topics include the design and development of education and training programs, how change occurs in organizations; how career development can optimize the match between individual and organizational goals and needs; how to improve the performance in organizations by analyzing performance opportunities; and designing employee training to address these opportunities. Students apply knowledge of personnel/ Human Resource principles, practices, policies, and procedures to the identification and solution of case problems.

ILD 823. Leadership in a Global Society. 3 credits.
In the ever-shrinking world of the new millennium, leaders are often challenged to work internationally. This course enhances the understanding of students regarding the nature of a rapidly changing world. Students will study international market forces, social issues, and the policy environment that influences the global workplace. Students also develop and practice research skills required in a multicultural workplace. This is an elective course.

ILD 824. Social Justice and Faith-Based Traditions. 3 credits.
In the contemporary era the service of faith and the promotion of justice has become a staple thread of identity in Jesuit education. This course will illuminate the historical perspectives and theoretical foundations of social justice in relation to Ignatian and other faith based traditions. A conceptual framework that incorporates individual, corporate, and sociocultural aspects of privileged and disadvantaged situations will be explored. In particular, students will reflect on personal context in relation to social structures encountered on a global spectrum. A variety of social injustices will be discussed including social power, privilege, authority, environment, race, gender, and disability.

ILD 825. Women and Leadership. 3 credits.
This elective course will explore women's leadership, leadership styles, and contributions to social change from an interdisciplinary perspective. Students will examine the barriers and challenges facing women in different types of careers and their possible causes. Readings will include books and scientific articles on the structural, cultural, psychological, institutional, organizational, political, personal, economical, and financial issues facing women leaders today. Students will reflect on their own experiences and how gender influences their leadership style and perceptions of the leadership.

ILD 826. Analyzing Complex Problems. 3 credits.
This course demonstrates Nobel laureate Elinor Ostrom's Institutional Analysis and Development (IAD) framework. The IAD framework, an analytical strategy from the field of public policy, is especially useful in analyzing the complex problems that often occur within and between teams of people engaged in meaningful work. Students will learn to apply the framework to analyze complex problems within organizations of their own choosing and to design and appraise potential solutions to these problems based on the evidence of their studies. In this way, it is an ideal course for scholar-practitioners interested in creating evidence-based solutions at the applied level.

ILD 827. Leadership in School Improvement. 3 credits.
This course explores the research and practices used by school leaders in continuous system-wide school improvement. Students explore school effectiveness research and organizational literature to discover measures that maximize learning for all students. School improvement policies and practices are examined within a framework of six major functions. P. 12 core courses.

ILD 831. Technology and Leadership. 3 credits.
This course introduces students to an overview of the impact of technology in general and the internet in particular on organizations. Through this examination, students will explore how leadership is or should adapt to a changing world. In the past decade, the internet has become a part of life and work. The internet has moved from a virtual space where people want to find information to an active place that is open, social, and participatory. This shift has profound implications on leadership.

ILD 832. Planning Programs for Adult Learners. 3 credits.
This course is designed for novice or experienced leaders who plan or manage educational and training programs for adults in a variety of settings. It is for students who have or aspire to leadership positions in adult education, training, staff development, human resource development, or performance improvement with staff.

ILD 833. Writing for Scholarly Publication. 3 credits.
This course prepares students to write manuscripts for scholarly publication. Course topics include: writing as conversation; topic identification; conversants; exemplars; the components of a scholarly paper; presentation; and editing.

ILD 835. Sustainability Leadership: An Interdisciplinary Approach. 3 credits.
This course explores sustainability concepts, practices, and methods. A whole system design perspective serves as an approach to understand how sustainable organizations can impact the environment, economics, and social equity. Participants will acquire competency in analysis of sustainability issues, and will design a sustainability and stewardship strategy for their organizations.

ILD 836. Leadership, Public Relation and Stakeholder Engagement. 3 credits.
Examine leadership, public relations, and stakeholder engagement from an interdisciplinary perspective. Explore the notion of transparent communication and the impact that it has on creating an open and ethical organization. Identify the opportunities and challenges of stakeholder engagement with internal, external and global audiences, through the news media, social media, crisis communication, and corporate social responsibility.

ILD 837. Introduction to Servant Leadership. 3 credits.
This course is designed for those who wish to integrate servant leadership in order to define their leadership style. Leadership is not about serving one's personal need and interest; rather, true leadership is about "men and women in service of others," a primary Jesuit educational objective. First, this course will focus on the theory of Servant Leadership, from ancient text to current research. Following theoretical framework will be practice of Servant Leadership in those whose core principles and first responsibilities are service to relationships and others. Finally, the learner will engage in the activity of discernment in servant leadership as a means toward achieving a definable personal mission statement as a member of the ILD community.

ILD 838. Toxic Leadership. 3 credits.
Investigates and analyzes the impact of toxic leadership on followers, the organization and organizational values and ethics. Employing a three pronged model that examines the interplay of 1) leaders, 2) followers and 3) context, students will examine the environmental drivers that contribute to a dysfunctional and harmful leadership style. The course will evaluate possible mitigation strategies for reframing the detrimental behavior and reinforce an ethical foundation.

ILD 840. Followership. 3 credits.
This course examines the concept of followership and its role within an organization. Topics include redefining followership, leadership-followership paradigm, effective followership, and the challenges of followership. Students apply knowledge of followership principles and practices by analyzing professional followership experiences.

ILD 850. Quantitative Research Design and Methods. 3 credits.
The course will examine theory and practice in the design, conduct, analysis and interpretation of experimental, quasi-experimental, and descriptive methods for research and evaluation. Basic core concepts of statistics such as the computation and interpretation of measures of central position, variability and correlation; introduction to sampling, probability, and tests of significance will be reviewed. Methods of assessing credibility of published research will also be discussed.

ILD 851. Qualitative Research Design and Methods. 3 credits.
The course will examine theory and practice in the design, conduct, analysis and interpretation of the broad approaches to qualitative research methods used for social and behavioral research. Methods of application of concepts through both critique and planning one's own research will be basic tenets in the course.

ILD 890. Analysis and Application of Scholarly Literature. 2 credits.
Students will collect and analyze scholarly literature in order to design a framework for the dissertation in practice literature review chapter. P. Completion of the core courses and ILD 812 or by permission. Co:Recommend ILD 899E.

ILD 895. Independent Study. 1-3 credits.
This course will deal with topics in leadership practice, theory, research, and policies under the direction of an Ed.D faculty member. The content of this course will vary depending on the needs of the student. Prior approval from the Director of the Interdisciplinary Ed.D. Program in Leadership is required.

ILD 899. Dissertation Research. 1-8 credits.
The dissertation in practice research project is a process of inquiry focused on practical issues related to the student's discipline. The dissertation in practice addresses real world problems or issues in applied settings. The student workplace or practice setting is the laboratory for development of the dissertation. The dissertation provides the structure for examination of the student's practice in a thoughtful and systematic way. The student should be prepared to seek approval of the dissertation proposal at the conclusion of the first three (3) credit hours of dissertation credit earned. Students take the first three credits in faculty-facilitated courses to understand the components and requirements necessary to complete the dissertation. The first credit, identified as 899e, focuses on the dissertation process in which students determine scope of the dissertation in practice. This course is ideally paired with ILD 890, which focuses on the ethical components of dissertation research. The remaining 899 credits are to be taken over the next 1-2 years, working with the student's chair and dissertation committee collecting data, analyzing data, presenting results, summarizing findings, and drawing conclusions in preparation for the final dissertation in practice paper and oral defense (ILD 810).

ILD 899E. Dissertation. 1 credit.
Students will acquire information about the dissertation process and product for the Creighton University Ed.D. program. Students learn how to identify the different parts of the Dissertation in Practice (DIP), explore the essentials of the applied research dissertation journey, review candidacy requirements, and learn about the proposal and defense processes. Students will also learn how to select an appropriate real-world problem, draft a problem statement, construct a purpose statement, and form an aim statement.

ILD 999. Upper Level ILD Transfer Cred. 1-9 credits.

Master of Investment Management and Financial Analysis (MIMFA)

Program Director: Dr. Randy Jorgensen
Program Office: Harper Center

Graduate Study in Investment Management and Financial Analysis

The Master of Investment Management and Financial Analysis (MIMFA) program is designed to prepare students for careers in investments and financial analysis. The program is guided by Code of Ethical Practice and Professional Conduct and uses as its foundation the curriculum of the Chartered Financial Analyst® (CFA) program.[1] Both a campus-based evening program, as well as online program are available. The CFA program is grounded in the practice of the investment profession. According to the CFA Institute, the program of study for the CFA charter is based on “a job analysis survey involving CFA charter holders around the world to determine those elements of the body of investment knowledge and skills that are important to the professional practice of investment management.” The program of study has a significant foundation in theory as well as practical applications of the theory and tools provided. Students who complete the MIMFA program will have the knowledge base to sit for each of the three levels of CFA exams but are not required to do so. More information on the CFA program is available at www.cfainstitute.org (https://www.cfainstitute.org).

[1] Note: CFA, CFA Program and Body of Knowledge are trademarks owned by the CFA Institute.

Program Goals

1. Exhibit disciplinary knowledge and behavior essential in investment management and financial analysis.
2. Think critically to aid decision-making.
3. Commit to action that demonstrates care for others.
4. Exhibit personal habits consistent with personal formation.

Admission

1. **Eligibility for Admission**: Applicants for admission to the MIMFA program must have a baccalaureate degree in business from an accredited institution of higher learning, or, if the degree is in a field other than business, significant work experience in the field of finance.
2. **Application**: A completed application form, personal essay describing how a master’s degree fits in with an applicant’s career objectives upon completion of the program, current resume, and a non-refundable application fee.
3. **Recommendations**: Two recommendations are required. The recommendations should be completed by persons other than family

members who are capable of assessing an applicant's performance in an academic or work setting.

4. **Transcripts**: Evidence of high scholastic potential. One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Enrollment Services, Harper Center, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.
5. **Graduate Management Admissions Test (GMAT)**: The Graduate Management Admission Test (GMAT) is not required for applicants who have work experience and a minimum 3.00 cumulative GPA across all institutions attended. If the applicant's cumulative GPA is less than 3.00, the GMAT is required. For applicants without work experience, and for all applicants to the MIMFA and MFIN programs, a minimum 3.50 cumulative GPA is required for the GMAT waiver. All international students whose undergraduate degree was not granted by a US institution will be required to submit a GMAT score. Regardless of the applicant's cumulative GPA, the admissions committee reserves the right to require an applicant to submit a GMAT score if there are concerns regarding the applicant's work experience and/or the student's achievement across all math, statistics, economics and finance courses previously completed.
6. **Test of English as a Foreign Language:** The Graduate School requires all students who are native speakers of languages other than English to demonstrate competence in English. International applicants who received their baccalaureate degree from an accredited institution from the following countries are not required to show proficiency in English; Australia, Canada, Barbados, Bahamas, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guam, Ireland, Jamaica, Marshall Islands, New Zealand, St. Kitts, St. Lucia, Scotland, Singapore, Trinidad and Tobago, United Kingdom, United States, and Virgin Islands. There are 3 test scores that can be used to demonstrate competence in English. Only one of the three must be provided. **1) TOEFL:** score of 90 or above on the Internet-based Test (TOEFL iBT) with no section below 20. 2) **IELTS:** overall band score of at least 6.5 with no section below 6. 3) **Duolingo:** score of 62 or above.
7. **Financial Ability**: All international applicants who are formally admitted must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs. Form available at www.creighton.edu/geo.
8. **Prerequisites**: Applicants to the MIMFA program must show evidence that they have completed undergraduate courses in accounting, finance, and economics.

Acceptance to the MIMFA program is granted to applicants who clearly demonstrate that they have high promise of succeeding in graduate business study. Interviews are not required as part of the admission process.

Degree Programs

- Master of Investment Management and Financial Analysis (MIMFA) (p. 118)
- MBA/MIMFA Dual Degree (p. 66)

Courses

MIM 720. Ethical and Professional Standards. 3 credits.
An intensive study of the CFA Institute Code of Ethics and Standards of Professional Conduct, the Global Investment Performance Standards (GIPS®), corporate governance issues and risks affecting companies. P. MBA 701, MBA 711, MBA 741 or equivalents.

MIM 722. Fixed Income and Derivatives I. 3 credits.
A study of fixed income investments, including basic characteristics of bonds in alternative sectors, valuation tools, and factors that influence bond yields. Also includes a study of derivative investments, including forwards, futures, options, and swaps. P. MBA 701, MBA 711, MBA 741 or equivalents.

MIM 724. Quantitative Analysis. 3 credits.
A study of elementary statistics, data collection and analysis, regression and correlation analysis, probability theory and distributions, hypothesis testing, and the time value of money. Also covers regression and correlation analysis and time series analysis as they are used in portfolio management. P. MBA 701, MBA 711, MBA 741 or equivalents.

MIM 728. Corporate Finance. 3 credits.
A study of capital budgeting concepts and analysis, capital structure issues, cost of capital, dividend policy considerations, and the market for corporate control. Discusses how corporate finance concepts, such as cash flow, liquidity, leverage, cost of capital, and dividends, are used in the valuation process. P. MBA 701, MBA 711, MBA 741 or equivalents.

MIM 730. Financial Statement Analysis I. 3 credits.
A study of financial accounting procedures and the rules that govern disclosure. Emphasis is placed on basic financial statements and how alternative accounting methods affect those statements, the analysis of financial statement relationships, and the implications of alternative accounting methods for financial analysis and valuation. P. MBA 701, MBA 711, MBA 741 or equivalents.

MIM 732. Economics of Investment Management. 3 credits.
A study of macroeconomic and microeconomic principles, including the key components of economic activity, macroeconomic theory and policy. Also a study of equity investments, including securities markets, efficient market theory, the analysis of equity risk and return (for industries and companies), and technical analysis. P. MBA 701, MBA 711, MBA 741 or equivalents.

MIM 734. Equity Analysis. 3 credits.
A study of the concepts and techniques that are basic to the valuation of equity securities. P. MBA 701, MBA 711, MBA 741 or equivalents.

MIM 736. Fixed Income and Derivatives II. 3 credits.
A study of methods to estimate risk and returns for fixed income instruments, analyze fixed income instruments with unique features, and value fixed income instruments with embedded options. Discusses the valuation of futures, forwards, options, and swaps. P. MSA 722.

MIM 738. Advanced Financial Analysis. 3 credits.
The first part of this course covers financial statement analysis topics including inventories, long-lived assets, intercorporate investments, accounting for pensions and other post-employment benefits, and accounting for multinational operations. These topics are tied into a discussion of the assessment of earnings quality. The second part of the course is an introduction to portfolio management. This includes a study of portfolio concepts, various asset pricing models, security and capital market theory, as well as the practical applications in foreign markets. P. MBA 701, MBA 711, MBA 741 or equivalents.

MIM 739. Asset Management within a Portfolio Context. 3 credits.
This class addresses the basics of portfolio construction and management. Students will examine the role each of the following play in the portfolio management process: equities, alternative asset classes, fixed income and global bonds. In addition students will examine risk management both in an enterprise context as well as within a portfolio context using futures, forwards, options and swaps. The class wraps up with how all this portfolio performance is presented to the client in the format of the Global Investment Performance Standards. P. MBA 701, MBA 711, MBA 741 or equivalents. Last 12 hours of enrollment in the MIMFA program.

MIM 740. Portfolio Management. 3 credits.
This course focuses on the theory and practice of modern portfolio management. Major topics will include modern portfolio theory, asset allocation, active and passive investment strategies, and performance evaluation and attribution. Students will study the proper construction and evaluation of portfolios for individuals and institutions and apply these concepts in a variety of contexts. P. To be completed in the last 9 hours of degree program of study.

MIM 766. Graduate Internship. 1-3 credits.
This course is intended to provide graduate-level credit for significant program-related practical experience, coupled with a research component that utilizes the context of this practical experience as its primary vehicle of inquiry. Students must work a minimum of 150 hours for the sponsoring employer during the semester. In addition, the student must complete a research project related to this work, which has been planned and carried out under the direction of a graduate faculty supervisor, with the approval and cooperation of the sponsoring employer. The student's internship employment and faculty supervision for the research component must be arranged before registration for the course will be allowed. The course is graded Satisfactory/Unsatisfactory and only 3 hours of internship credit may be used to satisfy graduation requirements. P. IC and approval of the MIMFA Program Director.

MIM 779. Seminar in Investments. 1-3 credits.
Exploration and analysis of selected problems and issues in investments, security analysis and portfolio management. Course content changes each semester as current and sometimes controversial issues within are discussed. This course is repeatable up to nine credits. P. Prerequisites depend on course content.

MIM 795. Independent Study and Research. 1-3 credits.
Advanced study and research in subjects not ordinarily covered by regularly scheduled courses. P. IC and approval of the MIMFA Program Director.

Master of Investment Management and Financial Analysis Program

The Master of Investment Management and Financial Analysis (MIMFA) program consists of 30 credit hours. The program is available both on campus and online.

Master of Investment Management and Financial Analysis (MIMFA) (30 credits)

Code	Title	Credits
MIM 720	Ethical and Professional Standards	3
MIM 722	Fixed Income and Derivatives I	3
MIM 724	Quantitative Analysis	3
MIM 730	Financial Statement Analysis I	3
MIM 732	Economics of Investment Management	3
MIM 734	Equity Analysis	3
MIM 736	Fixed Income and Derivatives II	3
MIM 738	Advanced Financial Analysis	3
MIM 740	Portfolio Management	3
MIM 728	Corporate Finance	3
or MIM 739	Asset Management within a Portfolio Context	
Total Credits		30

Medical Microbiology and Immunology

Program Director: Patrick C. Swanson, Ph.D.
Program Office: Criss II, Room 529

Graduate Study in Medical Microbiology and Immunology

Within the context of Creighton as a Jesuit, Catholic University, the Graduate School provides value-centered education for students to develop mastery of their chosen field of study. The Medical Microbiology and Immunology programs offer an environment ideal for fostering critical judgment, scholarly initiative, and disciplined inquiry.

Program Goals

At the completion of this graduate program in Medical Microbiology & Immunology, students will:

1. Demonstrate advanced knowledge in the fields of Medical Microbiology and Immunology.
2. Demonstrate independent critical and analytical thinking, both within their field of study, and beyond for the use of their knowledge for service to others.
3. Identify and suggest possible solutions to ethical dilemmas that occur in their work and field of study, and understand the importance of professional ethics in all aspects of scientific communication and laboratory work.
4. Demonstrate competence in the laboratory, including application of the scientific method and appropriate use of basic and state of the art laboratory tools and techniques.
5. Demonstrate written and oral skills necessary for communication of research, knowledge, and ideas to scientists and non-scientists alike.

These five objectives provide a general framework for the development of graduate students as critical and analytical thinkers in their fields of study. Presented below are more specific objectives for the Ph.D. and M.S. programs.

Admission Requirements

The student's academic record and performance will be a major factor in acceptance. The undergraduate curriculum must include fundamental courses in both the biological and chemical sciences. For doctoral students, a strong foundation in undergraduate microbiology, immunology, molecular biology and biochemistry are desired. However, lack of advanced courses in some of these areas will not necessarily preclude consideration for admission into the doctoral program. A minimum GPA of 3.0 on a scale of 4.0 is required. The applicant is required to submit results from the Graduate Record Exam (GRE) prior to admission. A minimum combined score of 300 is required for the verbal

and quantitative sections, and a minimum score of 4.0 is required for the analytical writing component.

The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 90 on the Internet-based Test (iBT) TOEFL (Test of English as a Foreign Language) examination at the graduate level.

Doctor of Philosophy (Ph.D.) Program

The objective of the program is to prepare highly qualified students for a broad range of possible careers in research and teaching in medical microbiology and immunology and related health science fields. Study for the Ph.D. degree emphasizes independence in scientific pursuit, with a particular emphasis on research. Course work and dissertation research are designed to bring the student to a high-level of competence in microbiology and immunology with particular expertise in the area chosen for dissertation research. You will be expected to demonstrate a high capacity for original and independent thought, and apply this creativity, educational background, and knowledge of the scientific method to dissertation research.

Master of Science (M.S.) Program

The objectives of the program include preparation of the student for one or more of the following careers:

1. teaching of medical microbiology and immunology at the undergraduate level, and
2. participation in supervised or team research in universities, industry or government.

In addition, the program will prepare outstanding students for pursuit of the Ph.D. degree. Study for the Master's degree emphasizes a combination of course work and laboratory experience to familiarize you with microbiology and immunology and to educate you in the scientific method. It can be a time when you identify a primary interest in microbiology and immunology, or a time when you first become introduced to the fields of microbiology and immunology.

Medical Microbiology Degree Programs

- M.S., Medical Microbiology (p. 120)
- Ph.D., Medical Microbiology (p. 120)

Courses

MIC 541. Medical Microbiology and Immunology. 3 credits. FA
Introductory course focusing on foundations of general bacteriology and virology, antibacterial therapy and mechanisms of antibacterial resistance, infectious diseases caused by bacteria, viruses, fungi, and parasites, and the host defenses against these microorganisms. R, L. P. Second year Pharm.D. student or degree seeking graduate student. Upper level undergraduate or other students require approval from course director.

MIC 543. Essentials of Immunology. 3 credits. SP
Lecture course covering the major areas of contemporary immunology including host resistance to infection, the chemistry of antigens and physiology of the immune system, immunogenetics and transplantation immunology, immunological techniques, tumor immunology, and immunopathology. P. MIC 541, or IC.

MIC 721. Foundations of Microbiology. 4 credits.
Lecture course that emphasizes (1) the foundations of general bacteriology and virology, (2) microorganisms of medical importance and the diseases, (3) antimicrobial, and (4) scientific logic for critical analysis of original research articles in the field. A required course for graduate students in the program.

MIC 733. Advanced Microbial Pathogenesis. 3 credits. AY, SP
Lectures, seminars, literature review, and group discussion concerning mechanisms by which microorganisms cause disease. P. MIC 617 or IC.

MIC 735. Diagnostic Microbiology. 4 credits. AY, SP
Laboratory and conferences which deal with selection of clinical specimens for diagnosis, isolation of pathogenic microorganisms and preparation of media for their growth. 4 R. L arr. P. IC.

MIC 739. Bacterial Physiology. 3 credits. AY, SP
Study of molecular, cellular, and genetic processes in bacteria. Includes molecular structure and function, cell division, synthesis of macromolecules, and metabolism.

MIC 740. Host Defense. 3 credits. SP
The student will be provided with the information to have a clear understanding of various subject areas, including antigen recognition, development of B& T cells, constitutive host defenses, immunopathology, inflammation, transplantation, allergy, and tumor immunology. Lecture presentations, assigned reading and computer-aided instruction. P. MIC 541, MIC 617 or IC.

MIC 745. Cellular And Molecular Immunology. 3 credits. SP
This course will focus on the basic and clinical aspects of cellular and molecular immunology. 2 R&L arr. P. MIC 740 or IC.

MIC 746. Advanced Immunology. 3 credits. AY, FA
Lectures and conferences providing a coordinated and detailed account of current immunology at an advanced level. Students will be expected to familiarize themselves with the original literature, and emphasis will be given to the more rapidly progressing areas. 3 R&L arr. P. MIC 543 or IC.

MIC 749. Molecular Virology. 3 credits. AY, FA
Study of the physical, chemical, and biological properties of viruses. Selected topics will include such areas of investigation as cultivation and identification, replication, host-virus interactions, interference, and viral oncogenesis. P. MIC 617 or IC.

MIC 753. Advanced Antimicrobial Agents And Chemotherapy. 3 credits. AY, FA
Chemistry, pharmacology, and biology of antibiotic substances and their use in therapy of infectious diseases. P. MIC 617 or IC.

MIC 790. Current Topics in Medical Microbiology and Immunology. 2 credits. FA
Lectures and literature discussion covering recent advances in the fields of microbiology, immunology, and virology, with roughly a third of the course devoted to each field of study. P. MIC 541, MIC 617.

MIC 791. Department Seminar And Teaching. 1 credit.
The student is required to register each semester of his/her residence. The maximum credit applicable toward a degree is two for the M.S.; six for the Ph.D. This course is graded satisfactory/unsatisfactory.

MIC 793. Directed Independent Readings: Selected Topics In Medical Microbiology And Immunology. 1-4 credits. FA, SP, SU
Conferences and reading assignments providing an opportunity for in-depth study of recent developments and associated problems in carefully selected and highly specialized areas of medical microbiology such as parasitology, mycology, clinical microbiology, pathogenesis, immunology, and epidemiology and public health.

MIC 795. Directed Independent Study. 4 credits.

MIC 797. Directed Independent Research for Master's Degree Students. 1-8 credits. FA, SP, SU
Investigative work on selected subject. (Non-thesis research optional). L&R arr.

MIC 799. Master's Thesis. 1-6 credits. FA, SP, SU
Research, under departmental supervision, in connection with the preparation of the Master's thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree.

MIC 893. Directed Independent Readings: Selected Advanced Topics In Medical Microbiology And Immunology. 1-4 credits. FA, SP, SU
Conferences and reading assignments providing an opportunity for in-depth study of recent developments and associate problems in carefully selected and highly specialized areas of medical microbiology such as parasitology, mycology, clinical microbiology, pathogenesis, immunology, and epidemiology and public health.

MIC 897. Directed Independent Research for Doctoral Students. 1-8 credits. FA, SP, SU
Investigative work on a selected subject.

MIC 899. Doctoral Dissertation. 1-6 credits. FA, SP, SU
Research, under departmental supervision, in connection with the preparation of the doctoral dissertation. Student must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, 20 credit hours are the maximum applicable toward the degree.

Medical Microbiology & Immunology - M.S.

M.S., Medical Microbiology & Immunology (30 credits)

Code	Title	Credits
MIC Courses 600- or 700-level		27
MIC 799	Master's Thesis	3
Total Credits		30

Medical Microbiology & Immunology - Ph.D.

Ph.D., Medical Microbiology & Immunology requirements (90 credits)

Code	Title	Credits
MIC 721	Foundations of Microbiology	4
MIC 739	Bacterial Physiology	3
MIC 733	Advanced Microbial Pathogenesis	3
MIC 740	Host Defense	3
MIC 745	Cellular And Molecular Immunology	3
MIC 790	Current Topics in Medical Microbiology and Immunology	2
IDC 601	Responsible Conduct of Research	1
BIO 310	Biostatistics	4
Directed Electives		
Select 2 courses minimum from the following:		2-8
MIC 746	Advanced Immunology	
MIC 753	Advanced Antimicrobial Agents And Chemotherapy	
MIC 739	Bacterial Physiology	
MIC 790	Current Topics in Medical Microbiology and Immunology	
MIC 735	Diagnostic Microbiology	
MIC 749	Molecular Virology	
MIC 893	Directed Independent Readings: Selected Advanced Topics In Medical Microbiology And Immunology	
Courses from other departments may be considered if the graduate committee feels they would be beneficial to research development.		
MIC 791	Department Seminar And Teaching (take each semester)	8
MIC 897	Directed Independent Research for Doctoral Students	1-8
MIC 899	Doctoral Dissertation	1-6
Additional Electives		
Students take approved electives to complete the 90 credit hour doctoral program.		

Students entering the Ph.D. program having already obtained their M.S. degree may have a maximum of 30 credit hours transferred to the program.

Medical Sciences - M.S.

Program Director: Kenneth L. Kramer, PhD
Program Office: Criss II, Rm 315

Graduate Study in Medical Sciences

The Master's program in Medical Sciences is offered by the Department of Biomedical Sciences in collaboration with the Departments of Medical Education and Medical Humanities. The program offers two tracks: our historically-successful Clinical Anatomy and new Biomedical Sciences.

All students must begin the program in August with a Foundations of Medicine course taken with the first-year medical students. This 5-week course is followed by an integrated study of human organ systems that includes gross anatomy, physiology, histology, and embryology as related to clinical practice. Students have opportunities to dissect the entire body and engage in the analysis of medical cases. During late November and early December, time is dedicated to board prep or service learning, depending on the individual student needs.

In the spring, students will work in small groups to examine ethical and humanitarian problems as well as attend autopsies and surgeries. Students will also identify a faculty mentor to determine a track of study and begin work on their Capstone Project, an interdisciplinary project based on their coursework which will address a specific challenge to medicine. Students will choose a course of study between our anatomy educator and biomedical sciences tracks that differ in the coursework during the spring.

The program lasts 11 months, concluding in June after the first Summer Session when students present their Capstone Projects to their faculty and peers. Successful students will graduate with a master's degree in Medical Sciences in August.

Program Goals

Graduates with a master's degree in Medical Sciences will:

- describe the structure and function of the human body at the whole body, system, organ, and cellular levels.
- assess the signs and symptoms of pertinent human illnesses and relate them to the pathophysiology of disease.
- develop and employ an ethical framework for evaluating issues in biology and medicine.
- nurture professional development through a wide variety of interactions with medical and allied health professional as well as time dedicated to board prep or service.
- develop and demonstrate a habit of cognitive and affective reflection that enhances self-awareness.
- address personal learning gaps through critical, self-directed evaluation of scientific literature.
- explore, reflect and choose a professional path that matches an area of their passion and abilities.

All graduate students in the program will be guaranteed an interview at Creighton University Medical School in March for possible admission in the subsequent fall. Additionally, top graduates of the MS in Medical Sciences program will be eligible to earn scholarships for attending Creighton University School of Medicine.

Admissions Requirements

This course of study is primarily designed for students who wish to continue to pursue a professional degree in medicine, dentistry, or another health care profession. Graduates will also be prepared for careers in clinical anatomy education or biomedical science research.

Applicants must be a citizen or permanent resident of the U.S., must have earned at least a B.S. or B.A. with a strong science component, and must have attained at least a 3.0 grade point average. For graduates with a degree from a non-biology or non-chemistry program, coursework requires an advanced biology course (e.g. a 300-level cell/molecular/developmental biology) and statistics.

Students are required to take the Graduate Record Exam (GRE) or an equivalent professional school entrance exam (e.g. MCAT, DAT) less than two years prior to the application deadline. While there is no minimum score requirement, MCAT of 500, GRE of 50%, or DAT of 50% is preferred.

Applicants must submit three letters of recommendation; two of three letters must be from an assistant, associate, or full professor.

Students are required to complete a personal statement essay in which the applicant reflects on their motivation for admission to this program. In addition, students may wish to comment on significant fluctuations in their academic record that are not explained elsewhere in your application and/or include information such as unique hardships, challenges, or obstacles that may have influenced their educational pursuits.

Applicants must have the ability to meet the Creighton University School of Medicine's technical standards (medschool.creighton.edu/future-students/md-program/application-process).

We review applications starting April 1st, interview outstanding applicants soon thereafter, and promptly send out decisions. All applications must be complete by June 15th. Applicants accepted to the program on or before April 15th must enroll by June 15th. Because our class is filled on a rolling basis, we strongly encourage prospective students to complete their applications and enroll as soon as possible. We know many students on medical school waiting lists wish to delay their application and enrollment for as long as possible. However, all unresolved applications are cancelled when the class fills. Only admitted applicants who enroll are ensured a seat in the program.

Degree Programs in Medical Sciences

M.S., Medical Sciences (p. 121)

Program Faculty

Biomedical Sciences

Kenneth L. Kramer, PhD
Laura L. Bruce, PhD

Medical Education

Tyler E. Dunn, MS
Venkatesh Govindarajan, PhD
Leah D. Hunter, PhD
Carol S. Lomneth, PhD
Nermien Waly, MD, PhD

Medical Humanities

Kevin T. FitzGerald, SJ, PhD
Nicole M. Piemonte, PhD

Courses

MMS 600. Foundations of Medicine. 4 credits.
This five-week immersive course is taken with the first-year medical students and introduces the basics of medical cell and molecular biology. The course will use lecture, case discussion, and problem-based learning discussion to expose students to common pathologies and various specialty topics in preparation for the systems block.

MMS 601. Human Physiology. 2 credits.
This course examines basic concepts of cellular physiology and organ system physiology of the nervous, endocrine, muscle, cardiovascular, respiratory, gastrointestinal, and renal systems, as well as multisystem integration. P. Graduate standing or Instructor Consent.

MMS 602. Human Gross Anatomy. 5 credits.
Detailed structure of the human body. Dissection of the cadaver combined with conferences, lectures, and assigned readings. P. Instructor Consent.

MMS 603. Microscopic Anatomy. 3 credits.

MMS 604. Clinical Embryology. 2 credits.
This is a course in human anatomy designed to provide students with insight into the important correlation between human development anatomy and gross anatomy. The course will cover development of all of the systems of the body. The fetus, placentation, birth and delivery also will be dealt with. Major congenital malformations will be discussed in detail. P. Instructor Consent.

Medical Sciences

MS, Medical Sciences requirements: 34 credits

Code	Title	Credits
Core required courses		
MMS 600	Foundations of Medicine	4
MMS 601	Human Physiology	2
MMS 602	Human Gross Anatomy	5

MMS 603	Microscopic Anatomy	3
MMS 604	Clinical Embryology	2
MMS 620 Medical Ethics and Humanities		2
MMS 640 Clinical Rotations		2
MMS 650 Capstone Project		1
Choose 1 track (requirements listed below)		9
Track A: Clinical Anatomy		
Track B: Biomedical Sciences		
Degree Completion Course		
MMS 651 Capstone Project		4
Total Credits		34

Choose one of the following tracks:

Track A: Clinical Anatomy

Code	Title	Credits
NES 500	Introduction to Clinical Neuroscience	4
MMS 630 Human Neuroanatomy		2
MMS 621 Teaching Practicum in Human Anatomy		1
MMS 645 Educational Techniques in Gross Anatomy		2
Total Credits		9

Track B: Biomedical Sciences

Code	Title	Credits
BMS 622	Principles of Biochemistry	3
BMS 706	Advanced Cell and Molecular Biology	3
IDC 627	Research Methods	3
Total Credits		9

Ministry

Program Director: Eileen C. Burke-Sullivan, S.T.D.
Program Office: Creighton Hall room 240

Graduate Study in Ministry

This is a 46 credit professional, ecclesial ministry formation program which incorporates graduate Christian theology, human and personal development, spiritual formation and applied ministerial skills through an accelerated online and on-campus hybrid methodology.

The program is especially attentive to Creighton University's mission to offer formation in the Ignatian tradition according to the charisms of care of the individual (cura personalis), striving for the greater good (magis), the service of faith and promotion of justice (diaconia), leadership, and contemplation in and through action.

The program remains primarily organized to address the formation of lay men and women for professional ministry in the Catholic Church (including but not limited to parish, diocese, campus ministry, hospital, military or prison chaplaincy etc.). The program is also organized to deepen the formation of ordained deacons and deacon candidates in the Catholic Church. Candidates for professional ministry within other Christian denominations are also welcome.

Program Goals

The Master of Arts in Ministry program intends that each student accomplish the following objectives:

1. Students will analyze and apply the Roman Catholic approach to revelation as embodied in Scripture and Tradition.
2. They will be able to distinguish among, and synthesize, the core concepts of the specialties of Fundamental, Systematic, Liturgical, Moral, and Spiritual theologies, and be prepared to make pastoral application of each.
3. Students will display personal and spiritual maturity; verifying in their words and behavior that baptism is the source of a ministerial call; promoting evangelization, faith formation and pastoral care with cultural sensitivity.
4. Students will practice the necessary skills (planning, communication, decision –making and conflict resolution) for leadership and team collaboration in contemporary ecclesial structures.
5. They will model the spirit of discipleship of Jesus Christ identified in the New Testament.
6. Students model their service upon the leadership style of Jesus Christ, manifesting core Gospel values of mercy, justice, integrity and compassion.
7. Students will practice balancing ministerial demands with personal and familial commitments.
8. They will verify by their relationship with the Church that the Christian ministerial call comes from the needs of the ecclesial community and is practiced within the diverse cultural contexts of its members.

Admission Requirements

- A bachelor's degree from an accredited institution with any academic major.
- 3.00 - Grade Point Average.
- Nine credits of recent undergraduate Theology - taken no earlier than 1995.
- Completed Graduate School Application.
- Four recommendation letters: one of which must be from a pastor, judicatory director (bishop etc.) or employer who can speak about your aptitude for ministry. One recommendation must be from a spiritual leader who can speak about your life of faith. Submit all recommendation letters to the Graduate Dean's office.

NOTE: Conditional acceptance is initially granted based on evidence of aptitude for graduate ministerial study and ministerial practice. Full acceptance into candidacy for ministry is granted upon satisfactory completion of MAM 676 Theology and Catechesis and MAM 675 Orientation to Study and Ministry. Students enrolled in the dual degree program must satisfactorily complete NCR 624 as well. Satisfactory completion is a grade of "B" or better. Assessment in both MAM courses is based on academic competence, demonstrated aptitude for ministry and a ministerial attitude or disposition.

Degrees in Ministry

- M.A., Ministry (p. 123)
- M.A., Ministry/M.S., Negotiation and Conflict Resolution (p. 124)

Courses

MAM 610. Introduction to the Old Testament. 3 credits.
Introduction to the primary themes and basic concepts of prophetic and wisdom literature. Emphasis on the role and use of Scripture to transform lives and to nourish and challenge parish communities.

MAM 620. Introduction to New Testament. 3 credits.
Introduction to the primary themes and concepts of the Gospels and the Pauline epistles. Emphasis on the role and use of Scripture to transform lives and to nourish and challenge parish communities.

MAM 630. Christology. 3 credits.
Study the mission and purpose of Jesus Christ as understood throughout the tradition of the Church. Familiarity with key concepts of Christian theological anthropology. Emphasis on the application of the life of Jesus Christ to one's individual, communal, and socio-political worlds.

MAM 640. Ecclesiology: Theology of Church and Ministry. 3 credits.
Study of the development of the Church from the New Testament through Vatican II and today. Emphasis on the role of the Holy Spirit, ongoing ecclesial developments, the relation of lay and ordained ministry, and new understandings of church that encompass family, parish and society.

MAM 650. Moral Theology and Decision Making. 3 credits.
Study of the scriptural, theological, rational, and experiential foundations and principles for Catholic moral teaching. Emphasis on Catholic social thought and the application of Catholic moral principles to one's individual, communal, and socio-political worlds.

MAM 660. Worship, Liturgy and Sacrament. 3 credits.
Study of the history and development of the sacramental life of the Church as evidenced in its worship and liturgy. Emphasis on the role, process, and importance of the sacramental life for the health of parish ministry.

MAM 675. Orientation to Study and Ministry. 1 credit.
Introduction to the demands of graduate study and ministry formation: includes opportunities for students to explore the motivations for pursuing ministry study, develop good study and research skills, and integrate graduate work with home and job responsibilities. Course includes an extended personal interview with the program director.

MAM 676. Theology and Catechesis. 3 credits.
A close examination of the processes of Catechesis and Theology, the course aims to develop comprehension of the scope and purpose of these two modes of reflection and witness of the Christian Faith while enabling ministry students to recognize both their interrelationship and differences as disciplines of learning and formation.

MAM 677. Personal Human and Spiritual Development of the Minister. 1 credit.
An opportunity to investigate the stages of psychological and spiritual growth as one develops toward ministry and then functions within ecclesial ministry structures. Self examination and reflection will be centerpieces of the course which will require students to complete and reflect upon a ministerial aptitude inventory.

MAM 678. Introduction to Psychological Issues in Ministry. 1 credit.
Course includes a study of personal and familial issues that demand ministerial care with special attention to family patterns, incarnational spirituality, sexuality and gender in human development. Power roles in society and Church, and problems of addiction, depression and suicide in the minister's culture will also be addressed.

MAM 679. Lay Spiritual Movements. 1 credit.
A study of some of the contemporary movements that are achieving great success in Christian communities: Basic Christian communities such as CLC and Renew, Marriage Encounter, Cursillo, Third Order, Oblate and Associate groups. What do these groups offer the people of the parish, and what do they offer a minister?.

MAM 680. Ministerial Ethics and Leadership Skills. 3 credits.
Study of the principles and practice of ethics in relationship to ministry and ministry roles. Course will also uncover the Character of Christian Leadership and examine group discernment skills as a tool for implementing Christian decision making.

MAM 761. Historical Development of Fundamental Doctrine. 3 credits.
A Study of some of the Fundamental Christian doctrines - including the meaning and function of faith, One Trinitarian God, Christian Anthropology, and Pneumatology - within the historical context of their development and within the complementarity of revelation and reason.

MAM 769. Historical Spiritualities in the Christian Tradition. 0.5-3 credits.
Study of four of the major spiritual voices in the Western Christian Tradition: Benedictine, Franciscan, Jesuit, and Dominican. The course will focus on the historical context of their development, how they have influenced lay Christian life, and how they continue to contribute to living a Gospel spirituality.

MAM 772. Canon Law, Catholic Identity and Ecumenism. 3 credits.
Study of Catholic beliefs, values and traditions including various styles and forms of Catholic life and worship. Emphasis on how to interact and appreciate religious beliefs and values shared by different faith communities.

MAM 776. Discernment of Spirits: Theory and Practice. 3 credits.
Study of the tradition of discernment in the Church with special emphasis on the rules for discernment of spirits in the Spiritual Exercises and the application of these to Christian life and practice.

MAM 780. Christian Prayer and Spirituality. 3 credits.
Study of the major traditions and movements in the history of Christian spirituality. Emphasis on an appreciation of one's call to ministry and Gospel living in all dimensions of life. P. MAM 610, MAM 620, MAM 630, MAM 640, MAM 650, MAM 660.

MAM 792. Internship. 1-4 credits.
Immersion in the context of ministry which allows one to witness to Gospel values, articulate one's call to ministry. Emphasis upon identifying, calling forth, affirming and supporting one's gifts and talents within the parish community and society.

MAM 793. Internship II. 2 credits.
Immersion in the context of ministry which allows one to witness to Gospel values, articulate one's call to ministry. Emphasis upon identifying, calling forth, affirming and supporting one's gifts and talents within the parish community and society.

MAM 795. Directed Independent Study. 1-3 credits. OD
To be arranged.

MAM 799. Synthesis in Lay Ecclesial Ministry. 2 credits.
Understanding and application of key concepts of pastoral ministry including appropriate pastoral strategies and pastoral planning. Emphasis upon framing one's internship experience and the knowledge gleaned from previous coursework in a synthetic manner. The work of this course fulfills the Graduate School requirement of a comprehensive examination project.

Ministry - M.A.

Courses in both the Christian Spirituality (CSP) and Master of Arts (MA) in Theology programs that are taught on campus may be taken in fulfillment of MAM (Master of Arts in Ministry) requirements for students who are resident or can come to campus for class meetings, as long as the course content is largely interchangeable with the MAM course it is replacing.

Permission of the program directors of MAM and either of the other programs is necessary for this substitution to be acceptable.

Since the MAM program does not have “electives” per se, it is necessary that transferred credit from other accredited graduate courses have essentially equivalent content to fulfill MAM requirements. Determination of actual equivalency will be the responsibility of the MAM program director. Students may apply for up to six hours of transfer graduate credit, but must provide the syllabus for the course from which credits are being requested.

Degree requirements (46 credits):

Code	Title	Credits
33 credits of accelerated, on-line Theology courses:		33
MAM 610	Introduction to the Old Testament	
MAM 620	Introduction to New Testament	
MAM 630	Christology	
MAM 640	Ecclesiology: Theology of Church and Ministry	
MAM 650	Moral Theology and Decision Making	
MAM 660	Worship, Liturgy and Sacrament	
MAM 676	Theology and Catechesis	
MAM 680	Ministerial Ethics and Leadership Skills	
MAM 761	Historical Development of Fundamental Doctrine	
MAM 769	Historical Spiritualities in the Christian Tradition	
MAM 772	Canon Law, Catholic Identity and Ecumenism	
MAM 780	Christian Prayer and Spirituality	
Professional and Personal Development:		7
MAM 675	Orientation to Study and Ministry	
MAM 677	Personal Human and Spiritual Development of the Minister	
MAM 678	Introduction to Psychological Issues in Ministry	
MAM 679	Lay Spiritual Movements	
MAM 792	Internship	4
MAM 799	Synthesis in Lay Ecclesial Ministry	2
Total Credits		46

NCR/Ministry Dual Degree

MS-NCR/MA-MIN Dual Degree Program

Negotiation and Conflict Resolution/Ministry

Requirements

Code	Title	Credits
Online NCR Requirements		
NCR 620	Introduction to Conflict Engagement	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 629	Organizational Collaborative Practice and Conflict Engagement	3
NCR 633	Oral Narratives and Conflict: An Applied Interdisciplinary Approach	3
NCR 635	Facilitative Conflict Engagement Residency	3
NCR 733	Practicum	3
MAM Requirements		
MAM 610	Introduction to the Old Testament	3
MAM 620	Introduction to New Testament	3
MAM 630	Christology	3
MAM 640	Ecclesiology: Theology of Church and Ministry	3
MAM 650	Moral Theology and Decision Making	3
MAM 660	Worship, Liturgy and Sacrament	3
MAM 675	Orientation to Study and Ministry	1
MAM 676	Theology and Catechesis	3
MAM 677	Personal Human and Spiritual Development of the Minister	1
MAM 761	Historical Development of Fundamental Doctrine	3
MAM 772	Canon Law, Catholic Identity and Ecumenism	3
MAM 776	Discernment of Spirits: Theory and Practice	3
MAM 792	Internship	2
Total Credits		58

Negotiation and Conflict Resolution (NCR)

Program Director: Jacqueline N. Font-Guzmán, JD, PhD
Program Office: Center for Health Policy and Ethics, Room 105
Contact Information: ncrinfo@creighton.edu (ncrinfo@creighton.edu)

The NCR Program Vision

The NCR Program forms conflict-competent agents of social change for a just and equitable world.

The NCR Program Mission

The NCR Program is grounded in the belief that dealing constructively with conflict is essential for professional, personal, and community growth. Our mission is to prepare agents of social change to engage and resolve conflict effectively, efficiently, and humanely. In advancing this mission we are guided by and build on the Jesuit Catholic commitment to social justice, responsible leadership, and professional distinction.

The NCR Masters Learning Goals

Integrating applied and scholarly approaches, the learning goals for the Masters are to provide students with the ability to:

1. Identify and assess underlying dynamics of conflict using theories, concepts, and/or frameworks from diverse disciplines;
2. Design and implement conflict engagement processes incorporating perspectives from diverse stakeholders/participants;
3. Synthesize and critically evaluate differing approaches to conflict engagement considering underlying cultural and power dynamics;
4. Recognize and apply systems thinking as it relates to conflict engagement processes;
5. Practice reflective professional and personal development, and the pursuit of social justice in alignment with Ignatian values;
6. Clearly and effectively communicate relevant information about conflict interventions across all modes of expression.

Admission Requirements

The requirements listed below apply to the Graduate Certificates and the Master of Negotiation and Conflict Resolution.

- Completed application (requires non-refundable $50 fee)
- Two letters of recommendation from persons other than family members who can speak to your performance in an academic or professional setting
- Statement of purpose. Write 500-750 words focusing on your long-term goals and why you believe this program is a perfect fit for you.
- Short response to the NCR Admissions Writing Exercise (https://hub.creighton.edu/sites/hub.creighton.edu/files/NCR-Admission-Writing-Exercise-31Jul2017.pdf) (1000 words maximum).
- Resume

- Bachelor's degree from an accredited institution and transcripts for all bachelor's and post-bachelor's coursework. Transcripts must be sent directly from the issuing school with the institution's official stamp.

International Students Only:

- Test of English as a Foreign Language (TOEFL). International applicants from countries in which English is not the primary language must demonstrate proficiency in English language by submitting a minimum TOEFL score of 90 iBT (213 CBT/550 PBT).
- Certification of Available Finances. All international applicants must submit a Certification of Available Finances (http://www.creighton.edu/IntlPrograms/forms.htm) form in order for an I-20 to be issued.

Degree Programs

The MS in Negotiation and Conflict Resolution master's degree requires the completion of 33 credit hours in coursework including theoretical foundations of conflict resolution, practical skills/processes, and electives that provide contextual application. Students must also complete a capstone course of independent, experiential work involving a practicum or a major piece of research. The master's program can be completed in 18 to 24 months. The program is offered online with one required face-to-face 5-day residency and the possibility of taking some courses on campus.

- MS-NCR - Online Hybrid Program (p. 127)

Dual degrees programs

- Organizational Leadership (MS/MS) (p. 128)
- Ministry (MS/MA) (p. 124)
- Law (MS/JD) (p. 129)
- Business Administration (MS/MBA) (p. 65)
- Master of Science in Nursing (Clinical Systems Administration) (MS/MSN) (p. 129)
- Master of Science in Nursing (Clinical Nurse Leader) (MS/MSN) (p. 129)
- Doctor of Nursing Practice (MS/DNP) (p. 130)

Accelerated Master's Programs

- Management (BSBA/MS) (p. 132)
- Marketing (BSBA/MS) (p. 132)
- Justice and Peace Studies (BA/MS) (p. 131)
- Healthy Lifestyle Management (BA/MS) (p. 131)
- Leadership (BS/MS) (p. 131)

The programmatic learning goals for the MS program are embedded within the certificate curriculum. However, the assessment of these programmatic goals focuses on an introduction to the conceptual frameworks, as opposed to the in-depth mastery expected following completion of the MS-NCR program. The certificate curriculum establishes a foundation for further development of the skills and concepts relevant to the student's capacity to:

- Communicate effectively
- Define and apply the theoretical frameworks in conflict engagement and different processes (e.g. negotiation, facilitation, mediation, civic engagement)
- Demonstrate core competencies and practical skills for effectively understanding and engaging in conflict situations in a productive and constructive manner
- Demonstrate an enhanced capacity for engaging diverse stakeholders in creative problem solving and engage in critical thinking
- Practice reflective professional development in alignment with Ignatian value
- Collaborate effectively with other individuals and design conflict engagement processes across diverse groups of race, ethnicity, culture, gender, religion and sexual orientation

Certificates

- Negotiation and Conflict Resolution (p. 133) - Hybrid Program
- Health Care Collaboration and Conflict Management (p. 133) Online

Courses

NCR 603. Negotiation. 3 credits.
This course introduces students to negotiation as a method of conflict engagement. Students identify the theories, concepts, and skills necessary to negotiate in interpersonal, intergroup, and intragroup settings. The course provides students the opportunity to practice their negotiation skills in a variety of activities and exercises intended to strengthen their confidence as negotiators. The course emphasizes self-reflection by drawing special attention to students' personal conflict styles and determining the strengths and shortcomings of those styles in negotiations.

NCR 612. Staying with Conflict: Working with Ongoing Disputes. 3 credits.
Conflict specialists often think of conflict as a linear process requiring effective resolution. But the most important conflicts in people's lives do not end – they endure in one form or another, sometimes for many years. This presents both a major challenge and a major opportunity for conflict interveners. This course considers what causes conflicts to endure, the role of short-term interventions in long-term conflicts, and the ways in which conflict interveners can help find ways to turn a destructive conflict into a more constructive ongoing interaction. This campus-based course is offered on a rotating basis.

NCR 614. Seminar in Contemporary Topics: Complex Communities of Exclusion and Inclusion. 2 credits.
This course examines issues in conflict engagement that arise from and relate to the large-scale demographic trends that are the focus of the 2040 Initiative. The course content changes to address contemporary topics. This campus-based course is offered on a rotating basis.

NCR 615. Negotiation. 3 credits.
In this course students become acquainted with and learn how to manage the challenges involved with shifting from the common distributive bargaining to integrative style of negotiation, which aspires to "win-win" resolutions. The course focuses on both the theoretical and practical levels: it introduces state-of-the-art theories of negotiation alongside experiential learning which allows students to experience and reflect on the various emphases in practice, while reflecting on their own strengths and weaknesses as negotiators. This campus-based course may be required depending on the student's track and is offered on a rotating basis.

NCR 618. 2040 Initiative Seminar: Engaging Constructively with Demographic Change. 3 credits.
The 2040 Initiative Seminar examines the challenging issues that arise as changing demographics intersect with law and politics. Current demographic shifts include changes in the racial and ethnic makeup of the United States as well as the aging of the Baby Boom generation, continuing urbanization, growing economic inequality, evolving family patterns, and residential self-sorting of citizens. The course examines demographic trends, explores legal, political, and ethical issues related to these trends, and examines policy options and social changes to bring about more just and effective systems. The course identifies and builds skills for individuals to work toward equity in their own professional and personal lives. This campus-based course is offered on a rotating basis.

NCR 620. Introduction to Conflict Engagement. 3 credits.
This course introduces students to the field of conflict engagement. It presents theoretical explanations of the causes of conflict and leads students to an identification and understanding of their response to and style of conflict engagement. There is a focus on explaining and distinguishing between a broad range of conflict engagement processes including negotiation, mediation, and facilitation, so that students will be able to apply the appropriate process to various types of conflict which they may encounter in their lives and practice.

NCR 622. Conflict Engagement and Leadership. 3 credits.
This course considers leadership through a conflict engagement lens. Conflict perspectives provide useful insights into traditional views of leaders and leadership. Insights into social groups and dynamics have shifted, however, away from a hierarchical and directive understanding of leaders. Understandings of complex systems and networks highlight a less centralized, more distributed type of leadership. Relationships and stories are the fabric of leadership, and we dive into these in the contexts of organizations and communities.

NCR 623. Online Dispute Resolution. 3 credits.
This course introduces students to the potential for utilizing technology to assist and to enhance conflict prevention, engagement, and resolution efforts based on developments in the field of Online Dispute Resolution over the past twenty years. Students learn and practice the skills necessary for leading conflict resolution process effectively beyond traditional geographical limitations. The course enhances students' capacity for effective online communication and engagement (e.g., telehealth, virtual group work, and intra-organizational communication).

NCR 624. Dynamics of Conflict Resolution and Engagement. 3 credits.
This course examines the fundamental nature of conflict: how conflict arises; the patterns it follows; the different levels at which it gets expressed; and the different ways in which people, communities, organizations, and societies understand and approach conflict. The course considers a range of theoretical approaches to conflict and conflict resolution and looks at particular dynamics that define the way in which conflict plays out. The course considers particularly how conflict is defined by the interplay of power, communication, and culture.

NCR 625. Systems Thinking in Conflict. 3 credits.
This course focuses on diagnosing conflict and designing conflict management systems in social settings such as families and organizations. It explores important characteristics of complex adaptive systems, including emergence and self-organization, and demonstrates how our ability to engage in conflict can be enhanced by our appreciation of these characteristics. Using this theoretical backdrop, the course examines how stakeholders can address conflict in the short term while creating informal and formal mechanisms to determine how best to prevent or address conflicts over time. The course also focuses on the role of the conflict specialist as a system designer, tasked with promoting the benefits of a conflict management system to diverse stakeholders and leading the process of designing, implementing, and evaluating the system in an organizational setting.

NCR 626. Culture, Gender and Power Differences in Conflict. 3 credits.
This course takes an interdisciplinary look at issues related to the role of culture, gender and other factors in conflict analysis and resolution. The course provides an overview of relevant theories and research from social psychology, anthropology, sociology, and other disciplines. Topics such as the meaning of culture and conflict from a cultural perspective, cross-cultural communication, stereotypes, and differences in attitudes toward racism, sexism and ethnicity are discussed. Additionally, the relationship between culture, gender, and oppression is discussed.

NCR 629. Organizational Collaborative Practice and Conflict Engagement. 3 credits.
In today's competitive environment, organizations increasingly must cope with complexities, uncertainties, and conflict. The ability to build teams for collaborative work and to manage and learn from conflict effectively is critical in today's organization. In this course students learn techniques and approaches for organizational teambuilding, conflict management, and process facilitation and consulting.

NCR 630. Health Care Collaboration and Conflict Engagement. 3 credits.
With a focus on practical application of process tools and systems design strategies, students learn effective conflict engagement techniques that can be integrated into clinical settings to improve clinical outcomes, reduce medical errors, reduce risk of lawsuit, increase patients' trust in the healthcare system, and effectively manage legal and ethical issues that may arise.

NCR 631. International Negotiation and Conflict Engagement. 3 credits.
This course introduces students to a broad scope of international conflict and factors that underlie and contribute to dissension and dispute. It focuses on approaches to social justice, peacemaking, and resolutions involving negotiation, mediation and other interventions. The last part of the course explores post-agreement functions, important factors in reconstruction, reconciliation, and implementation of agreements and evaluation.

NCR 632. Effective Conflict Engagement for Educational Leaders. 3 credits.
This course explores personal response to conflict as well as a variety of conflict interventions for elementary and secondary schools such as negotiation, mediation, facilitation, and formal hearing. The course addresses strategies for having difficult conversations with individuals or groups. Other topics include the restorative justice approach to discipline, special education mediation and IEP facilitation, and child custody conflicts between parents. P. DC.

NCR 633. Oral Narratives and Conflict: An Applied Interdisciplinary Approach. 3 credits.
This course applies foundational conflict engagement skills to an investigative setting. To achieve this, students identify a topic that they develop over the course of the semester. Students work one-on-one with the professor to produce an oral history/narrative interview. Students interview a person who has directly experienced a conflict or has knowledge of a historical conflictive event using oral history interviewing techniques. In this way, students practice many of the skills in the conflict resolution field that are applicable in many professional contexts such as framing open questions to elicit stories, active listening, and self-awareness. Students are also encouraged to share their thoughts with their peer researchers within the class discussion forums.

NCR 634. Mediation Process. 3 credits.
This hybrid course introduces students to the theories, models, skills and techniques used in mediation - a major conflict engagement process. Students will be introduced to and given opportunities to practice various techniques used by mediators during the mediation process. Students will also consider the impact of various issues, including trust, forgiveness, culture, gender and power on the mediation process, the role of the mediator, parties and attorneys in mediation, the connection between mediator ethics and Jesuit values, and challenges which arise during mediation. The course includes a two half-day mandatory on-campus workshop which, together with the 7 weeks of online instruction, fulfills the mediator training requirements of the Office of Dispute Resolution (ODR) in Nebraska. Students who successfully complete this course will receive a Certificate from the ODR.

NCR 635. Facilitative Conflict Engagement Residency. 3 credits.
In this hybrid course (a 7-week online component and a 5-day campus-based residency), students examine group process theories and the skills needed to facilitate groups of all sizes in a variety of settings. Characteristics of collaborative decision-making processes, participatory dialogues, and the value of diversity are explored. Students apply theory to practice through simulations, case studies and interactive group discussions. P. NCR 603, 620, 624, 626.

NCR 652. The Application of Coaching within Conflict Resolution. 3 credits.
Coaching focuses on empowering people to discover their own answers, to articulate clear visions, and to pursue their goals with clarity and focus. Building on our people's inherent strengths a coach can empower them toward positive change. This course provides a preliminary understanding of key coaching principles and their role in conflict resolution. The course also explores specific principles of coaching within various models Appreciative Inquiry, Positive Psychology, and Wellness. The course follows the standards of the International Coach Federation. This campus-based accelerated course is offered on a rotating basis.

NCR 670. Foundations and Functions of College Student Affairs. 3 credits.
This course offers an introductory examination of the history and philosophy of college student affairs. The contextual dimensions, knowledge and skills, and assessment/evaluation appropriate to the college student affairs settings will be introduced.

NCR 671. Internship in College Student Affairs I. 3 credits.
Supervised on-site experience in counseling, program development, and implementation for clients and the student body at large. Experience in the full range of counselor and student affairs duties, responsibilities and activities in their internal college setting.

NCR 672. Internship in College Student Affairs II. 3 credits.
Supervised on-site experience in counseling, program development, and implementation for clients and the student body at large. Experience in the full range of counselor and student affairs duties, responsibilities and activities in their internal college setting.

NCR 690. Conflict and Conflict Resolution in Families. 3 credits.
This course addresses the dynamics of family conflict and interventions in family conflict. Students discuss conflict around divorce, parent-adolescent issues, care of the elderly, child welfare, adoption, and family violence. The course considers a variety of responses to these conflicts including mediation, family group conferencing, divorce coaches, and arbitration. This campus-based accelerated course is offered on a rotating basis.

NCR 694. Human Rights, Poverty, Medicine, and Health: An International Perspective. 3 credits.
This course introduces students to concepts addressing human rights and its theory and practice with a focus on the relationship between health and human rights. Students explore human rights issues at the domestic and international level. Topics such as, health impacts resulting from violations of human rights; bioethics and human rights; the role of health professionals in torture, mind control, human radiation; poverty, medicine and health; and cultural perspectives of human rights are discussed. This campus-based accelerated course is offered on a rotating basis.

NCR 700. Engaging in Bioethical Conflict. 3 credits.
This course introduces students to strategies for engaging in emerging bioethical issues that lead to conflict among families, health care providers and organizational leaders. The course includes an overview of the bioethics consultation process, the role of bioethics mediators, and culturally appropriate approaches for addressing end-of-life disputes. This campus-based accelerated course is offered on a rotating basis.

NCR 720. Seminar: Special Topics in Conflict Resolution. 1-3 credits.
This course explores selected problems and topics in the conflict resolution field. Course content changes each semester as current and controversial issues emerge in the field. This course is offered on a rotating basis.

NCR 733. Practicum. 3-4 credits.
In consultation with the practicum faculty, students develop a practical field experience to further engage and apply their skills in a professional or organizational setting of their choice. Working with a site supervisor in the student's community, students demonstrate their ability to apply theory to practice and analyze situations using knowledge gained from previous coursework.

NCR 733E. Practicum Extension. 1 credit.

NCR 795. Directed Independent Study. 1-3 credits.
Students may arrange with an instructor to engage in a series of readings related to a specific topic and/or conduct research in an area approved by the department and under the direction of a faculty member. P. DC.

Negotiation and Conflict Resolution Online Hybrid Program (M.S.)

Negotiation and Conflict Resolution Degree Requirements

Code	Title	Credits
Foundational and Process Courses		
NCR 603	Negotiation	3

NCR 620	Introduction to Conflict Engagement	3
NCR 622	Conflict Engagement and Leadership	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 633	Oral Narratives and Conflict: An Applied Interdisciplinary Approach	3
NCR 635	Facilitative Conflict Engagement Residency	3
Electives		
Choose 6 credits from the electives below:		6
NCR 618	2040 Initiative Seminar: Engaging Constructively with Demographic Change	
NCR 623	Online Dispute Resolution	
NCR 629	Organizational Collaborative Practice and Conflict Engagement	
NCR 630	Health Care Collaboration and Conflict Engagement	
NCR 631	International Negotiation and Conflict Engagement	
NCR 634	Mediation Process	
NCR 720	Seminar: Special Topics in Conflict Resolution	
Capstone		
NCR 733	Practicum	3
Total Credits		33

Organizational Leadership/NCR Dual Degree Program

Dual Degree: MS (Organizational Leadership)/MS (Negotiation and Conflict Resolution)

Students wishing to obtain the MS in Organizational Leadership/MS in Negotiation and Conflict Resolution degree will complete 48 credits across both programs. The 36-credit MS in Organizational Leadership can be completed by utilizing 9 credits of NCR courses as electives in the program. The 33-credit MS in Negotiation and Conflict Resolution will be completed by replacing 9 credits with MSL courses. The completion of one 3-credit practicum or leadership capstone will meet the requirement as the final course for both programs.

The program can be completed within 2-3 years, **online, on campus, or both** depending on availability.

Code	Title	Credits
NCR Requirements		
NCR 620	Introduction to Conflict Engagement	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 633	Oral Narratives and Conflict: An Applied Interdisciplinary Approach	3
NCR 635	Facilitative Conflict Engagement Residency	3
NCR electives		3
Choose 3 credits from the following:		
NCR 618	2040 Initiative Seminar: Engaging Constructively with Demographic Change	
NCR 623	Online Dispute Resolution	
NCR 629	Organizational Collaborative Practice and Conflict Engagement	
NCR 630	Health Care Collaboration and Conflict Engagement	
NCR 631	International Negotiation and Conflict Engagement	
NCR 634	Mediation Process	
NCR 720	Seminar: Special Topics in Conflict Resolution	
MSL Requirements		
GRD 601	Writing for Graduate Students	1
MSL 600	Leadership Theory, Application and Reflection	2
MSL 601	Strategic Orienteering and Execution Tactics	3
MSL 602	Communicating and Leading Across Cultures	3
MSL 603	Innovation and Adaptive Change	3
MSL 604	Approaches to Human Capital	3
MSL Electives		9
9 credit hours of MSL electives required		
Practicum		
NCR 733	Practicum	3
or MSL 790	Leadership Capstone	
Total Credits		48

NCR/Ministry Dual Degree

MS-NCR/MA-MIN Dual Degree Program

Negotiation and Conflict Resolution/Ministry

Requirements

Code	Title	Credits
Online NCR Requirements		
NCR 620	Introduction to Conflict Engagement	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 629	Organizational Collaborative Practice and Conflict Engagement	3
NCR 633	Oral Narratives and Conflict: An Applied Interdisciplinary Approach	3
NCR 635	Facilitative Conflict Engagement Residency	3
NCR 733	Practicum	3
MAM Requirements		
MAM 610	Introduction to the Old Testament	3
MAM 620	Introduction to New Testament	3
MAM 630	Christology	3
MAM 640	Ecclesiology: Theology of Church and Ministry	3
MAM 650	Moral Theology and Decision Making	3
MAM 660	Worship, Liturgy and Sacrament	3
MAM 675	Orientation to Study and Ministry	1
MAM 676	Theology and Catechesis	3
MAM 677	Personal Human and Spiritual Development of the Minister	1
MAM 761	Historical Development of Fundamental Doctrine	3

MAM 772	Canon Law, Catholic Identity and Ecumenism	3
MAM 776	Discernment of Spirits: Theory and Practice	3
MAM 792	Internship	2
Total Credits		58

MBA/MS-NCR Dual Degree Program

The Master of Business Administration (MBA) degree offered through the Heider College of Business paired with the Master of Science in Negotiation and Conflict Resolution (MS-NCR) degree offered through the Graduate School is designed for mid-career professionals seeking to add interdisciplinary skills. By combining business administration with conflict resolution, you will be equipped with the skills you need to pursue a career in human resources, law, project management, education, or business.

Individuals wishing to obtain the MBA/MS-NCR degree must complete 48 credit hours across the two programs. The 33 hour MBA degree may be obtained by combining eight hours of NCR courses with an additional 25 hours of MBA course work. The 33 hour MS-NCR can be obtained by combining ten hours of MBA courses with an additional 23 hours of NCR work.

Online Hybrid Program Requirements

Code	Title	Credits
NCR Courses		
NCR 620	Introduction to Conflict Engagement	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 635	Facilitative Conflict Engagement Residency	3
NCR 733	Practicum	3
NCR Electives		6
Choose 6 credits from the following:		
NCR 618	2040 Initiative Seminar: Engaging Constructively with Demographic Change	
NCR 623	Online Dispute Resolution	
NCR 629	Organizational Collaborative Practice and Conflict Engagement	
NCR 630	Health Care Collaboration and Conflict Engagement	
NCR 631	International Negotiation and Conflict Engagement	
NCR 634	Mediation Process	
NCR 720	Seminar: Special Topics in Conflict Resolution	
MBA courses		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
Total Credits		33

MSN/MS-NCR Dual Degree Programs

Students may choose to pursue a dual degree in Master of Science in Nursing (MSN) and Master of Science in Negotiation and Conflict Resolution (MS-NCR). Curriculum requirements for the MSN will follow either the Clinical Systems Administration (CSA) track or the Clinical Nurse Leader (CNL) track.

NCR curriculum requirements for MSN-CSA Track dual degree:

Code	Title	Credits
Foundational and Process Courses		
NCR 620	Introduction to Conflict Engagement	3
NCR 622	Conflict Engagement and Leadership	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 630	Health Care Collaboration and Conflict Engagement	3
NCR 635	Facilitative Conflict Engagement Residency	3
Nursing courses		
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 689	Organizations As Complex Adaptive Systems	3
NUR 787	Organizational Transformation	3
Capstone		
NCR 733	Practicum	3

NCR curriculum requirements for MSN-CNL Track dual degree:

Code	Title	Credits
NCR 620	Introduction to Conflict Engagement	3
NCR 622	Conflict Engagement and Leadership	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 630	Health Care Collaboration and Conflict Engagement	3
NCR 635	Facilitative Conflict Engagement Residency	3
Nursing Courses		
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 691	Practicum III: Care Management and Outcomes Management	2
MHE 607	Practical Ethics in Health Care Settings	3
Capstone		
NCR 733	Practicum	3

MS-(NCR)/JD Dual Degree Program

Dual Degree requirements

Code	Title	Credits
NCR Foundational and Process Courses		
LAW 310	Alternative Dispute Resolution	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
LAW 410	Negotiation	3
or NCR 603	Negotiation	
LAW 404	Mediation Process	3
or NCR 634	Mediation Process	
NCR 622	Conflict Engagement and Leadership	3

NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR Electives		
Select 9 credits of elective courses. Up to 3 credit hours can be LAW courses.		9
NCR 618	2040 Initiative Seminar: Engaging Constructively with Demographic Change	
NCR 623	Online Dispute Resolution	
NCR 629	Organizational Collaborative Practice and Conflict Engagement	
NCR 630	Health Care Collaboration and Conflict Engagement	
NCR 631	International Negotiation and Conflict Engagement	
NCR 720	Seminar: Special Topics in Conflict Resolution	
LAW 306	Conflict Engagement and Leadership	
LAW 315	Arbitration	
LAW 350	Elder Law	
LAW 357	Marriage and Divorce	
LAW 373	International Business Transactions	
LAW 376	Health Care Organizations	
LAW 381	Labor Law	
LAW 423	International Law	
NCR Capstone		
NCR 733	Practicum	3
J.D. First-year Required Courses		32
J.D. Second-year Required Courses		22
J.D. Electives		18
35 elective credits (including the professional skills requirement) are normally required for the J.D. Eight credits of LAW courses (310, 404, and 410 or 615) are in the NCR Foundational section. Up to 9 credits may be fulfilled by NCR courses.		

An academic residency requirement of 6 semesters of full-time enrollment (or its part-time equivalent) must be met. For this purpose, full-time enrollment requires carrying at least 10 hours of J.D. coursework.

Many of the masters-level courses are available in intensive one- or two-week schedule formats during evenings, spring and fall breaks and summers.

DNP/MS-NCR Dual Degree

Students wishing to obtain the Doctor of Nursing Practice (DNP)/Master of Science in Negotiation and Conflict Resolution (MS-NCR) dual degree will complete the two programs by integrating curriculum in accordance to the DNP track they are completing.

NCR requirements for the dual degree in DNP/MS-NCR (32 credits):

Code	Title	Credits
Foundational and Process Courses		
NCR 620	Introduction to Conflict Engagement	3
NCR 635	Facilitative Conflict Engagement Residency	3
NCR 622	Conflict Engagement and Leadership	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 625	Systems Thinking in Conflict	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 630	Health Care Collaboration and Conflict Engagement	3
NUR courses that count toward NCR degree (all required)		
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 704	Health Care Policy and Law	2
MHE 607	Practical Ethics in Health Care Settings	3
Practicum		
NCR 733	Practicum	3
Total Credits		32

B.A.-COM to M.S.-NCR Accelerated Program

Accelerated Master's Program (AMP):

Bachelor of Arts (B.A.) in Communication Studies and Master of Science (M.S.) in Negotiation and Conflict Resolution

Degree Requirements

1. B.A. in Communication Studies (http://catalog.creighton.edu/undergraduate/arts-sciences/communication-studies/#majorstext) requirements
2. Follow the plan of study below for for the terms listed to begin credits toward the M.S. while completing the B.A.
3. Complete the M.S., Negotiation and Conflict Resolution degree (p. 127) requirements.

Junior		
Summer		
GRD 600	Orientation to Creighton	0
NCR 620	Introduction to Conflict Engagement	3
	Term Credits	3
Senior		
Fall		
Fall Term 1		
NCR 624	Dynamics of Conflict Resolution and Engagement	3
Fall Term 2		
NCR 622	Conflict Engagement and Leadership	3
	Term Credits	6
	Total Credits:	9

BA-HLM/MS-NCR Accelerated Program

Accelerated Master's Program (AMP):

Bachelor of Arts (BA) in Healthy Lifestyle Management / Master of Science (MS) in Negotiation and Conflict Resolution

The accelerated MS in Negotiation and Conflict Resolution degree for students in the BA in Healthy Lifestyle Management program will allow them to begin earning credit toward the MS degree during their final semesters in the BA degree program.

Degree Requirements

1. BA, Healthy Lifestyle Management (http://catalog.creighton.edu/undergraduate/arts-sciences/healthy-lifestyle-management/healthy-lifestyle-management-ba) requirements
2. Follow the plan of study below for the terms listed to begin credits toward the MS while completing the BA.
3. Complete the MS, Negotiation and Conflict Resolution (p. 127) degree requirements.

Junior		
Summer		
GRD 600	Orientation to Creighton	0
NCR 620	Introduction to Conflict Engagement	3
	Term Credits	3
Senior		
Fall		
Fall Term 1		
NCR 624	Dynamics of Conflict Resolution and Engagement	3
Fall Term 2		
NCR 622	Conflict Engagement and Leadership	3
	Term Credits	6
	Total Credits:	9

B.A.(JAS)/M.S.(NCR) Accelerated Masters Program

The Accelerated Master's program provides an efficient progression to complete the Justice & Society B.A. and the Master of Science (M.S.) in Negotiation and Conflict Resolution. Through the completion of six graduate level courses in the senior year of undergrad, students will be able to complete both degrees at the completion of the fifth year of study.

Students choosing to enroll in the Accelerated program are required to submit a formal application to the M.S. in Negotiation and Conflict Resolution program by the end of the spring semester of the junior year.

Degree Requirements

1. B.A., Justice and Society (http://catalog.creighton.edu/undergraduate/arts-sciences/css/justice-society-major) requirements
2. Complete the courses in the Plan of Study below during the final semesters of the B.A. degree.
3. Complete the remaining M.S., Negotiation and Conflict Resolution requirements (p. 127)

Fourth Year		
Fall		**Credits**
JPS 588	Christian Ethics Of War And Peace	3
NCR 620	Introduction to Conflict Engagement	3
	Term Credits	6
Spring		
JPS 565	Catholic Social Teaching	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
	Term Credits	6
Summer		
NCR 603	Negotiation	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
	Term Credits	6
Fifth Year		
Fall		
NCR 622	Conflict Engagement and Leadership	3
NCR 633	Oral Narratives and Conflict: An Applied Interdisciplinary Approach	3
NCR 635	Facilitative Conflict Engagement Residency	3
	Term Credits	9
Spring		
NCR 625	Systems Thinking in Conflict	3
NCR 733	Practicum	3-4
	Term Credits	6-7
	Total Credits:	33-34

BS-ILS/MS-NCR Accelerated Program

Accelerated Master's Program (AMP):

Bachelor of Science in Leadership (ILS) / Master of Science in Negotiation and Conflict Resolution (NCR)

The accelerated MS in Negotiation and Conflict Resolution degree for students in the BS in Leadership program will allow students to begin earning credits toward the MS degree during their final semesters in the BS degree program.

Degree Requirements

1. BS, Leadership requirements (http://catalog.creighton.edu/undergraduate/professional-studies/leadership-bs)
2. Follow the plan of study below during the final semesters of the BS program to begin credits toward MS.*
3. Complete the MS, Negotiation and Conflict Resolution requirements (p. 127)

Junior		
Summer		
GRD 600	Orientation to Creighton	0
NCR 620	Introduction to Conflict Engagement	3
	Term Credits	3
Senior		
Fall		
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 622	Conflict Engagement and Leadership	3
	Term Credits	6
	Total Credits:	9

* This is a sample schedule; students who wish to adapt this schedule to enroll in the coursework during different terms may do so if the courses are offered during that time during the final two to four semesters of the B.S. program.

BSBA (MGT) / MS (NCR) Accelerated Program

Accelerated Master's Programs (AMP): Bachelor of Science in Business Administration (BSBA) in Management / Master of Science (MS) in Negotiation and Conflict Resolution

This program provides an efficient progression to complete the BSBA in Management and the Master of Science in Negotiation and Conflict Resolution (NCR). Undergraduate students begin taking NCR coursework during the final undergraduate year in order complete their master's degree at the conclusion of their 5th year.

Degree Requirements

1. BSBA, Management requirements (http://catalog.creighton.edu/undergraduate/business/marketing-management/#text)
2. Plan of Study below during final semesters of BSBA degree
3. Remaining MS, Negotiation and Conflict Resolution requirements (p. 127)

Junior		
Summer		
GRD 600	Orientation to Creighton	0
NCR 620	Introduction to Conflict Engagement	3
	Term Credits	3
Senior		
Fall		
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 622	Conflict Engagement and Leadership	3
	Term Credits	6
	Total Credits:	9

BSBA (MKT) / MS (NCR) Accelerated Program

Accelerated BSBA (Management or Marketing) / MS-Negotiation and Conflict Resolution

The Accelerated BSBA (MGT or MKT) / MS-NCR Accelerated program provides an efficient progression to complete the BSBA in Management or Marketing and the Master of Science in Negotiation and Conflict Resolution (NCR) in approximately five years. The program enables undergraduate students to begin taking NCR coursework during their final undergraduate year in order to complete their master's degree at the conclusion of their final year. Students in either the BSBA: Management or BSBA: Marketing programs may apply up to 9 credit hours of NCR coursework to both their BSBA degree (as non-restricted electives) and to the NCR master's degree.

Students in the BSBA to MS-NCR Accelerated program will enroll in 9 graduate credit hours during their final two to four semesters as a BSBA undergraduate within the NCR program. (For illustrative purposes, the table below provides an example of the timing of these courses.) In conjunction with entering the NCR program, students will be required to complete GRD 600, an online on-boarding class for all Creighton graduate students. All of these credit hours apply to the requirements of the NCR degree and fill a non-restricted elective for the BSBA major.

Degree Requirements

1. BSBA, Marketing requirements (http://catalog.creighton.edu/undergraduate/business/marketing-management/#text) or BSBA, Management requirements (http://catalog.creighton.edu/undergraduate/business/marketing-management/#text)
2. Plan of Study below during final semesters of BSBA degree
3. Remaining M.S., Negotiation and Conflict Resolution requirements (p. 127)

Junior		
Summer		
GRD 600	Orientation to Creighton	0
NCR 620	Introduction to Conflict Engagement	3
	Term Credits	3
Senior		
Fall		
NCR 622	Conflict Engagement and Leadership	3

NCR 624	Dynamics of Conflict Resolution and Engagement	3
	Term Credits	6
	Total Credits:	9

Please note that students are responsible for identifying interest in this program by the second semester of the junior year (3rd year) to allow for proper academic advising and curriculum planning/advising.

Admissions criteria are as follows:

- Students must be a declared BSBA: Management or BSBA: Marketing major in good standing at Creighton University.
- Students must have completed a minimum total of 92 credit hours at the time of admission, with at least 12 credit hours earned at Creighton University.
- Students must have achieved a minimum cumulative Creighton GPA of 3.0 overall.
- Students must apply to the Graduate School prior to commencing their final nine hours of graduate credit in the Accelerated program.
- No GRE is required.

Graduate Certificate in Negotiation and Conflict Resolution - Online Hybrid

The online Negotiation and Dispute Resolution Graduate Certificate requires 15 credit hours of course work and including one five-day residency at the Creighton campus.

Code	Title	Credits
NCR 603	Negotiation	3
NCR 620	Introduction to Conflict Engagement	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 635	Facilitative Conflict Engagement Residency	3
Total Credits		15

Certificate in Health Care Collaboration and Conflict Management

Certificate requirements (15 credits):

Code	Title	Credits
NCR 620	Introduction to Conflict Engagement	3
NCR 622	Conflict Engagement and Leadership	3
NCR 624	Dynamics of Conflict Resolution and Engagement	3
NCR 626	Culture, Gender and Power Differences in Conflict	3
NCR 630	Health Care Collaboration and Conflict Engagement	3
Total Credits		15

Nursing

nursing.creighton.edu

Dean: Dr. Catherine Todero, PhD, RN, FAAN
Associate Dean for Academics, Assessment, and Accreditation: Mary Kunes-Connell, PhD, RN
Graduate Program Chair: Nancy Bredenkamp PhD, APRN, RN

Graduate Study in Nursing

Creighton University College of Nursing offers graduate degree programs leading to the Master of Science in Nursing (MSN) or the degree of Doctor of Nursing Practice (DNP). For nurses who have previously earned a graduate degree as a nurse practitioner and want to pursue certification as a nurse practitioner to practice in another setting or with another population focus, the College also offers a post-graduate certificate program.

Emphasis is placed on preparing graduates with advanced role knowledge and practice competencies to meet the demands of a complex and dynamic health care environment. Graduate study in nursing integrates the best evidence from nursing and other disciplines; natural, social and political sciences, communication sciences and ethics. Creighton University's fully accredited graduate nursing programs assist the professional nurse to respond to challenges in nursing practice and in the health care system and assume ethical leadership in meeting quality, cost-effective outcomes by providing and managing innovative services to clients. Intensive study focuses on advanced knowledge and skills in health promotion, prevention, restoration, maintenance, and care management to achieve optimum outcomes for individuals, families, communities, populations, and systems across the continuum of care. The program affords opportunities for interprofessional collaboration to address key aspects of resource utilization, outcome improvements and ethical decision making in the health care delivery system.

The master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Creighton University are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org)

Degrees in Nursing

- Doctor of Nursing Practice, DNP (p. 142)
- Master of Science in Nursing, MSN (p. 148)

Certificates in Nursing

- Post-Graduate Certificates (p. 150)

Courses

NUR 561. Definitions of Health - Implications for Care: Austria, Hungary and the United States. 3 credits.
NUR 561 explores different understandings of health and how these influence perceptions of care and policies pertaining to public health and health care. Students will compare and contrast their own understandings, perceptions, and knowledge about health care and public health in the U.S. with those of diverse groups encountered during a two-week program in Austria and Hungary, providing them with a unique opportunity to explore innovative thoughts and approaches for public health and health care in the United States. P. Junior or Senior standing.

NUR 607. Pharmacology Across the Lifespan for Advanced Nursing Practice. 3 credits. FA, SP
In NUR 607, students and faculty examine the pharmacological effects and clinical uses of specific drug groups related to the care and management of neonatal, pediatric, adult and older adult patients in primary and acute care settings. Pharmacological principles, mechanisms of action, associated drug interactions, incompatibilities, side effects, contraindications, and patient education aspects of drug therapy are discussed. Problems inherent in drug therapy of specific patient populations, such as ethnic groups, neonates, children, pregnant or lactating women, and older adults, are emphasized. CO: Admission to the MSN/DNP program or permission of instructor.

NUR 615. Advanced Neonatal Assessment. 2 credits. SP
NUR 615 incorporates knowledge of neonatal physiology and pathophysiology to expand the assessment skills of advanced practice nursing students. The course includes perinatal history taking, physical assessment and examination techniques, gestational age assessment, APGAR scoring, developmental and behavioral assessment, and cultural/social family evaluation. P. 4000 hours of direct patient care experience; NUR 607 and NUR 650.

NUR 618. Population-Based Health Care for Advanced Practice Nursing. 3 credits. SU
In NUR 618, primary care nurse practitioner students will extend their practice to incorporate the principles of population-based delivery of health care. This approach to health care is fundamentally based on a partnership between primary care providers and communities and the ethic of service. Population-based health care provides accessible, coordinated, continuous-over-time, comprehensive, and accountable services to a population. Students are provided opportunities to bridge and unite clinical skills and public health and to apply knowledge of epidemiology, health assessment, health promotion, cultural competence and interprofessional care to practice. P. NUR 684; CO: NUR 856.

NUR 633. General Neonatal Management. 2 credits. SU
NUR 633 provides the student with knowledge of general management principles in the newborn nursery, convalescent nursery and upon discharge from the NICU. Course content includes nutrition, pain management, thermoregulation, resuscitation, transitional care, discharge planning, developmental follow-up, the grief process, and general infant care to age 2 years. P. NUR 615 and NUR 687; P or CO: NUR 685; CO: NUR 743.

NUR 643. Management of High Risk Neonate I. 4 credits. FA
NUR 643 provides the student with didactic content in common high risk maternal/fetal conditions, neonatal cardiovascular, pulmonary, gastrointestinal, hematological, neurological, dermatological and infectious disorders. Content includes the management of the more common neonatal diseases. P. NUR 633; CO: NUR 644; P or CO: NUR 686 and NUR 692.

NUR 644. Practicum II: Neonatal Nurse Practitioner. 2 credits. FA
NUR 644 is a preceptor-supervised course designed to continue the development of the neonatal nurse practitioner by focusing on providing care to a group of stable infants in a Level III NICU. The experience provides the student with exposure to the more common high risk maternal/fetal conditions, neonatal cardiovascular, pulmonary, gastrointestinal, hematological, neurological, dermatological, genetic and infectious disorders as well as palliative care, development care and bereavement issues. Prior to enrollment in this course students, in conjunction with their advisors, must secure approved preceptors. This practicum requires 150 direct clinical hours. P. NUR 743; CO: NUR 643.

NUR 650. Advanced Pathophysiology Across the Lifespan. 3 credits. FA
NUR 650 is designed to provide students with an understanding of the relationship between normal physiologic functioning and pathophysiologic phenomena and clinical manifestations of human responses to actual or potential health alterations across the lifespan, from neonate through the older adult. This base serves as one of the primary components for clinical assessment, decision-making, and care management.

NUR 652. Advanced Neonatal Pathophysiology. 1 credit. FA, SP, SU
This course is designed to provide the student with an understanding of the relationship between normal embryology and fetal development and normal physiologic functioning with the pathophysiologic phenomena that can occur in the fetus and neonate. A relationship between the pathophysiologic occurrence and the consequential clinical manifestations is explored. This base serves as one of the primary components for clinical assessment, decision-making, and management of neonatal disorders. Students will work independently under the guidance of the faculty. This course is designated for those students who have taken an adult or lifespan advanced pathophysiology course, but need the required neonatal content provided to Creighton students.

NUR 664. Well Child Care Management. 1 credit. SU
NUR 664 is designed for family and pediatric dual track nurse practitioner students with a focus on the well child from birth through adolescence. Special attention will be given to health maintenance care of the high risk infant in the primary care setting. P. NUR 694 and 687; CO: NUR 665 (Peds) or NUR 741 (Family); P or CO: NUR 685.

NUR 665. Practicum I: Care of the Well Child. 2 credits. SU
NUR 665 is the first preceptor-supervised practice course for advanced practice nursing (APN) students in which they progress along the trajectory from novice to competent advanced practice nurses in the role of Pediatric Dual track program with a focus on care and coordination for the well child. Building on the knowledge and skills learned in their baccalaureate programs of study and in the previous courses, students focus on developing advanced competencies. Students work in clinical settings with preceptors who provide guidance and feedback in the areas of history and physical assessment and diagnostic reasoning in the care of the well child. Requires 150 direct clinical hours. Co: NUR 664.

NUR 672. Electrocardiography for Advanced Nursing Practice. 3 credits. SP
NUR 672 provides basic and advanced concepts related to electrophysiology and electrocardiography. Included are ECG changes associated with atrial and ventricular chamber enlargement; ventricular conduction abnormalities; myocardial ischemia, injury, and infarct; electrolyte imbalance; drug effects on the ECG; and other miscellaneous changes. Content regarding rhythm disorders focuses on diagnostic characteristics, causes of the dysrhythmia, clinical significance, and management strategies. Evidence-based medical and nursing therapies for electrical abnormalities, particularly as they apply to advanced practice nursing, are discussed as are supplemental diagnostic modalities. P. Admission to the graduate nursing program or permission of the instructor is required.

NUR 681. Practicum I: Clinical Nurse Leader. 2 credits.
NUR 681 is designed to provide opportunities for Clinical Nurse Leader (CNL) students to explore the CNL role, develop competency in conducting advanced patient health assessments, perform systems assessments of clinical settings, and explore problems related to patient safety and quality. Students work in clinical settings with preceptors who provide guidance and feedback in assessing physical, psychosocial, emotional/behavioral/cultural, and environmental dimensions of health. Assessment also includes integrative assessment of individual, family, community, and financial resources, learning needs, and levels of patient engagement in order to design a coordinated plan of care across the care continuum. Students will demonstrate professional conduct consistent with standards for the advanced nursing role related to professionalism and Ignatian values. Students will examine the Clinical Nurse Leader role in relationship to other health professions roles and within models of delivery within the healthcare system. Utilizing evidence-based models for systems improvement, CNL students will explore systems factors contributing to patient safety and quality outcomes, identifying opportunities and strategies for improvement. P. NUR 694.

NUR 683. Statistics and Data Analysis for Evidence-Based Nursing Practice. 3 credits. FA, SP
NUR 683 focuses on descriptive and inferential statistics used in health care and foundational to the empirical "evidence" supporting evidence-based practice. Students will develop skills for evaluating published empirical research in nursing and related health care disciplines. Emphasis is on identifying the appropriate research design, statistical tests, and results interpretation given a specific practice based question. The course focuses on an applied perspective. P. Successful completion of an Undergraduate statistics course.

NUR 684. Epidemiology. 3 credits. SP
NUR 684 explores principles and methods of epidemiology as they are applied in advanced clinical practice with groups, communities, and populations. Infectious and noninfectious disease models are examined. Emphasis is placed on the application of epidemiological methods to questions related to individual, aggregate, community, and population health. This course highlights the interface between epidemiology, clinical practice, and public policies influencing health. P. Successful completion of an Undergraduate statistics course.

NUR 685. Exploring Evidence for Improving Outcomes. 3 credits. SU
In NUR 685 students build on knowledge and skills needed for evidenced-based practice (EBP) that was developed in baccalaureate programs. Students are introduced to theoretical frameworks and to their relationship to developing evidence for practice. Strategies and models for EBP are discussed as are strategies for motivating and creating change in the clinical setting. Students identify a clinical practice or system problem and critique and synthesize the relevant research literature and other sources of evidence appropriate to the resolution of that problem. P. NUR 683, MHE 600.

NUR 686. Evaluative Methods for Evidence-Based Nursing Practice. 3 credits. FA
NUR 686 focuses on the translation of scientific knowledge into complex clinical interventions and the evaluation of outcomes of evidence-based practice changes. Emphasis is placed on research designs and methods aimed at outcomes evaluation. Students utilize data management methods to evaluate outcomes. P. NUR 685 or admission into the post-masters to DNP program.

NUR 687. Care Management and Outcomes Improvement. 3 credits. FA, SP
NUR 687 focuses on advanced nursing roles, patient-centered approaches to care, and improving outcomes using a care management process model. Theoretical formulations underlying relationship-based care, evidenced-based practice, quality improvement, and risk management are examined. Emphasis is placed on clinical quality and safety, and ethical and cultural issues related to care for specialized populations in unique clinical situations.

NUR 688. Practicum II: Care Management and Outcomes Management. 2 credits.
NUR 688 is designed to provide opportunities for Clinical Nurse Leader (CNL) students to explore the CNL role, develop competency in conducting advanced patient health assessments, perform systems assessments of clinical settings, and explore problems related to patient safety and quality. Students work in clinical settings with preceptors who provide guidance and feedback in assessing physical, psychosocial, emotional/behavioral/cultural, and environmental dimensions of health. Assessment also includes integrative assessment of individual, family, community, and financial resources, learning needs, and levels of patient engagement in order to design a coordinated plan of care across the care continuum. Students will demonstrate professional conduct consistent with standards for the advanced nursing role related to professionalism and Ignatian values. Students will examine the Clinical Nurse Leader role in relationship to other health professions roles and within models of delivery within the healthcare system. utilizing evidence-based models for systems improvement, CNL students will explore systems factors contributing to patient safety and quality outcomes, identifying opportunities and strategies for improvement. P. NUR 681.

NUR 689. Organizations As Complex Adaptive Systems. 3 credits. SP
NUR 689 examines the complexity of diverse healthcare systems at the micro and macro levels. Using productive inquiry, students explore innovative infrastructures and processes that support the delivery of health care. Concepts, principles, and processes of complexity science, organization theory, management theory, and strategic planning are the main foci of this course. Students analyze the impact of accelerated change on their micro-systems and address the status quo, complacency, and standards of care within their respective practice environments. P. NUR 687; P or CO: MBA 701 and NUR 684.

NUR 690. Practicum: Organizations as Complex Adaptive Systems. 3 credits. SU (225 practicum hours)
NUR 690 is designed to increase the breadth of understanding of the competencies required of the administrative role. Through productive inquiry and organizational assessment, students examine the structures, processes, and outcomes important in the delivery of patient care. Students analyze the impact of accelerated change on the micro and macro systems, including the knowledge workers. P. NUR 689. P or CO: NUR 685.

NUR 691. Practicum III: Care Management and Outcomes Management. 2 credits. FA
NUR 691 is designed to increase the breadth of the clinical nurse leader's role as a clinician, advocate, educator, team manager, and designer of care are offered. The clinician role will be emphasized through the application of concepts from outcomes/care management, relationship based care models, and disease management in caring for patient cohorts with health alterations. Quality improvement and patient safety within the micro system will be a primary focus. This practicum requires 150 direct clinical hours. P. NUR 674, NUR 687; P or CO: NUR 686, NUR 692, NUR 701, MHE 607.

NUR 692. Financial Organization of U.S. Healthcare. 2 credits. FA, SU
NUR 692 is designed to provide a foundation in areas of accounting principles, financial planning and control, and use of a financial statement for decision-making and fiscal management. Specific content and issues related to healthcare financing and reimbursement and compliance for U.S. Medicare, Medicaid, and private insurers will be reviewed and differentiated from other selected countries.

NUR 694. Advanced Health Assessment Across the Lifespan. 3 credits. SP
NUR 694 prepares students to develop a comprehensive database, including physical, gestational, developmental, behavioral, cultural/social, and family assessment using clinical techniques and appropriate diagnostic tests. Students are also introduced to the diagnostic reasoning process for the purpose of establishing differential diagnoses. The knowledge, skills, and abilities learned provide a foundation for development as advanced generalists or as advanced practice nurses in primary and/or acute settings as they begin to diagnose acute, chronic, and episodic health problems or responses to health problems for individuals and families. The course includes 60 hours of laboratory experience. P. NUR 607, NUR 650. P or CO: NUR 756 for Family and Adult Gerontology Acute Care tracks.

NUR 700. Clinical Nurse Leader Residency. 4 credits. SP
NUR 700 provides an intense preceptorship to apply the roles of clinician, outcomes manager, patient advocate, educator, information manager, micro system analyst/risk anticipator, team manager, and member of profession. Clinical opportunities will be designed that will allow the clinical nurse leader to focus on global health care and its implications for the micro system. P. All required research and theory core, leadership and policy core, and role and support core courses.

NUR 701. Clinical Nurse Leader Seminar. 1 credit. SP
NUR 701 focuses on reflection, inquiry, and synthesis of the clinical nurse leader role. P. NUR 694.

NUR 702. Management of the High Risk Neonate II. 2 credits. SP
This course is a continuation of didactic content providing the student with an in depth study of many neonatal conditions, including genetic and chromosome abnormalities, immunological, endocrine/metabolic, renal and genital, musculoskeletal, hepatic and EENT disorders with special emphasis on the extremely low birth weight infant and ethical/legal considerations. The course provides an overview of the management strategies and diagnostic techniques used in the assessment and care of some of the more complex neonatal diseases. P. NUR 643; CO: NUR 753 or NUR 855:D (Neonatal track).

NUR 703. Psychiatric Mental Health across the Lifespan I. 4 credits. SU
NUR 703 is designed to provide the fundamentals needed for PMH-NP students to apply the diagnostic reasoning process contained in, and associated with, the Diagnostic and Statistical (DSM) Manual. This course emphasizes methods in the practice of psychiatry in caring for individuals with mental health disorders which include; conducting a psychiatric interview, developing awareness to the neurological components that underpin common mental health disorders, developing an understanding in treatment including, pharmacology, therapy and non-medication strategies. Faculty and students discuss common presenting psychiatric disorders seen in the general population. The structured diagnostic interview, physical examinations, diagnostic and laboratory tests, and alternative diagnostic tests, such as the psychological examination, are discussed as methods to assess symptoms and determine corresponding psychiatric diagnosis. Through selected clinical scenarios, students are provided with opportunities to apply their knowledge and skill in the diagnostic reasoning process. P. NUR 687 and NUR 694. Co: NUR 744. P or Co: NUR 685.

NUR 704. Health Care Policy and Law. 2 credits. SP
NUR 704 addresses the legal, policy, political, and regulatory aspects of health care. Topical concepts include health policy from agenda setting through implementation to policy evaluation. Legal and regulatory concepts include the U.S. legal system, contracts, torts, negligence, corporate management, institutional liability, institutional taxation, antitrust laws, healthcare fraud and abuse, organizational admission and discharge, emergency care, treatment consent, medical records, regulation, among other issues. This course provides a foundational framework for assuming a leadership role in designing, influencing, and/or implementing policies to address critical health care issues.

NUR 714. Primary Care of Adult-Gerontology. 3 credits. SU
NUR 714 provides a theoretical and practical base for students to diagnose and manage common and uncomplicated acute episodic and chronic health conditions of adults that are managed predominantly in primary care settings. Content includes management strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care to patients. Students will have opportunities to obtain advanced knowledge and clinical skill in performing common diagnostic and therapeutic procedures related to the role of the nurse practitioner. The student is expected to apply the concepts and theories discussed in class to the care of adult patients in concurrent and subsequent clinical practicum courses. P. NUR 687 and NUR 694. CO: NUR 741. P or CO: NUR 685.

NUR 718. Advanced Adult - Gerontology Acute Care Nursing I. 4 credits. SU
NUR 718 provides a theoretical base for Adult Gerontology Acute Care Nurse Practitioner students to diagnose and manage health problems of adults and older adults in a variety of settings including primary and acute care. Content includes management strategies from the domains of nursing and pharmacology and emphasizes direct care to patients with health problems in selected organ systems. Students are expected to apply the concepts and theories discussed in class to the care of adult patients across the lifespan in subsequent clinical courses. P. NUR 687, NUR 694. CO: NUR 739. P or CO: NUR 685.

NUR 720. Primary Care of Adult-Gerontology II. 3 credits. FA
NUR 720 is designed to provide a theoretical and practical base for students to diagnose and manage more complicated acute episodic and chronic health problems of adults across the lifespan that present predominantly in primary care settings. Content includes management strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care to patients with health problems in selected body systems. The student is expected to apply the concepts and theories discussed in class to the care of adult patients across the lifespan in concurrent and subsequent clinical practicum courses. P. NUR 714; CO: NUR 721. P or CO:NUR 692.

NUR 721. Practicum II: Family Nurse Practitioner. 2 credits. FA
NUR 721 allows students to continue the development of the family nurse practitioner role by providing health care services to patients across the lifespan in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills and the diagnosis and treatment of common and more complicated acute episodic and chronic health problems of adults, pregnant women and children. Students will have opportunities to further advance knowledge and clinical skills in performing diagnostic and therapeutic procedures related to the role of the nurse practitioner. This practicum requires 150 direct clinical hours. P. NUR 741; CO: NUR 720 and NUR 722.

NUR 722. Child Care Management. 2 credits. FA
NUR 722 provides a theoretical and practical base for students to diagnose and manage common and uncomplicated acute episodic and chronic health problems of infants and children that are managed predominantly in primary care settings. Content includes management strategies from the domains of nursing, medical and pharmacological therapeutics. The student is expected to apply the concepts and theories discussed in class to the care of pediatric patients in concurrent and subsequent clinical practicum courses. P. NUR 664; CO: NUR 721 (Family) or NUR 734 (Peds); P or CO: NUR 692.

NUR 723. Residency: Family Nurse Practitioner. 5 credits. SP
NUR 723 is the final preceptor-supervised practicum course in the Master's Degree and the APRN post-grad certificate program in which students are immersed in the advanced practice nursing role as a family nurse practitioner. Students will develop competency in diagnosing and treating a full range of common acute and chronic health problems of adults, older adults, pregnant women and children who present and are treated predominantly in primary care settings. P. Successful completion of all required research and theory core, leadership and policy core, role and support core and specialty and role courses. The practicum equals 375 clinical hours. CO: NUR 731.

NUR 724. Practicum II: Adult-Gerontology Primary Care Nurse Practitioner. 2 credits. FA
NUR 724 is designed to allow students to continue the development of the adult-gerontology primary care nurse practitioner role by providing health care services to adolescents through older adults in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills to design, implement, and evaluate evidence-based treatment plans for common and more complicated acute episodic and chronic health problems of adults in the primary care setting. Students will have opportunities to further advance knowledge and clinical skill in performing common diagnostic and therapeutic procedures related to the role of the nurse practitioner. This practicum requires 150 direct clinical hours. P. NUR 738; CO: NUR 720.

NUR 731. Primary Care of Adult-Gerontology III. 2 credits. SP
NUR 731 will focus on issues especially pertinent to the older adult. Students will develop knowledge and skills that will allow them to assess, diagnose, and clinically manage older adults as they respond to acute and chronic health problems. NUR 731 will also focus on syndromes unique to the older adult. P. NUR 720; CO: NUR 723 (Family) or NUR 855 (Adult Geo Primary).

NUR 733. Psychiatric Mental Health Across the Lifespan II. 4 credits. FA
NUR 733 provides PMH-NP students with an introduction to the neurosciences and the role the specialty plays in the understanding of the genetics, pathophysiology, diagnosis, and psychopharmacotherapeutic treatment of behavioral health disorders with emphasis on specialty populations. This course provides PMH-NP students with content on population-specific current counseling, psychotherapy, and psycho-educational models with special emphasis on specialty populations. Various therapeutic approaches for use in specialty populations, including but not limited to cognitive behavioral therapy, parent management training, contingency management and, psychodynamic/psychoanalytic psychotherapy, are highlighted in this course. Building on principles in the advanced pathophysiology and advanced pharmacology courses, NUR 733 emphasizes relationships between neurobiology, symptomatology, and the implications for pharmacological, non-pharmacological and psychotherapeutic interventions for populations across the lifespan suffering from mental disorders. P. NUR 703; Co: NUR 735; P or Co: NUR 692.

NUR 734. Practicum II: Primary Care Pediatrics II. 2 credits. FA
NUR 734 is the second preceptor-supervised practice course for advanced practice nursing (APN) students in which they progress along the trajectory from novice to competent advanced practice nurses in the role of Pediatric Dual track program. The emphasis is on further development of clinical assessment and diagnostic reasoning skills as well as diagnosing and treating common acute and chronic health problems of children in the primary care setting. Students work in with preceptors who provide guidance and feedback in the diagnosis and management of these children. Requires 150 direct clinical hours. P. NUR 665; Co: NUR 722.

NUR 735. Practicum II: Psychiatric Mental Health Nurse Practitioner. 2 credits. FA
NUR 735 provides PMH-NP students with skills necessary to identify specific psychiatric syndromes in the clinical setting. Emphasis will be placed on assessment practices and psychopharmacology decision making for patients across the lifespan. Students will build on their knowledge with regards to differential diagnoses/syndromes emphasizing child/adolescent populations as well as neurological disorders. Elements of interprofessional practice will be integrated into practicum experiences. Practicum experiences will include, the general psychiatric patient experiences as well child/adolescent populations. P. NUR 744. Co: NUR 733.

NUR 737. Care of the Pediatric Patient in the Urgent/Emergency Setting. 2 credits. SP
NUR 737 provides a theoretical and practical base for students to diagnose and manage pediatric patients in the urgent/emergency care settings. Content includes a system's approach for common pediatric disorders presenting in the emergency/urgent care setting. Clinical decision making skills involved in assessing, triaging, diagnosing, and managing these patients are addressed. P. NUR 722; Co: NUR 740.

NUR 738. Practicum I: Adult-Gerontology Primary Care Nurse Practitioner. 2 credits. SU
NUR 738 is designed to allow students to begin the development of the adult-gerontology primary nurse practitioner role by providing health care services to adolescents through older adults in primary care settings. The course emphasizes the development of clinical assessment and diagnostic reasoning skills to design and implement evidence-based treatment plans for common and uncomplicated acute, episodic, and chronic health problems or adolescent, adults, and older adults in the primary care settings. Students will have the opportunity to obtain advanced knowledge and clinical skill in performing common diagnostic and therapeutic procedures related to the role of the nurse practitioner. This practicum requires 150 direct clinical hours. P. 2000 hours of direct patient care; NUR 694, NUR 756. CO: NUR 714. P or CO: NUR 685.

NUR 739. Practicum I: Adult-Gerontology Acute Care Nurse Practitioner. 2 credits. SU
NUR 739 is designed to allow students to develop competency in advanced health assessment and to begin the development of the adult-gerontology acute care nurse practitioner role by providing health care services to adolescents through older adults in a primary care setting. The course emphasizes the development of advanced physical assessment skills, recognition of pertinent physical assessment findings and application of diagnostic reasoning skills to design and implement evidence-based treatment plans for common and uncomplicated acute, episodic, and chronic health problems of adolescents through older adults in the primary care setting. The student develops knowledge on integrating health promotion and disease prevention into management plans. Students will have opportunities to obtain advanced knowledge and clinical skill in performing common diagnostic and therapeutic procedures related to the role of the nurse practitioner. CO: NUR 718.

NUR 740. Practicum III: Pediatric Acute and Primary Care in the Urgent/ Emergency Care Setting. 2 credits. SP
NUR 740 is the third preceptor-supervised practice course for pediatric dual acute/primary care nurse practitioner students in which they further their role development by providing healthcare services to pediatric patients in the urgent/emergency care settings. The emphasis of this course is on the development of assessment and diagnostic reasoning skills in the assessment, triaging and management of pediatric patients in the urgent/emergency care settings. Requires 150 direct clinical hours. P. NUR 734; Co: NUR 737; NUR 899.

NUR 741. Practicum I: Family Nurse Practitioner. 2 credits. SU
NUR 741 is designed to allow students to begin the development of the family nurse practitioner role by providing health care services to individuals across the lifespan in primary care settings. The course emphasizes the development of clinical assessment and diagnostic reasoning skills to design and implement evidence-based treatment plans for common and uncomplicated acute, episodic, and chronic health problems of children, pregnant women, adults, and older adults in the primary care setting. Students will have the opportunity to obtain advanced knowledge and clinical skill in performing common diagnostic and therapeutic procedures related to the role of the nurse practitioner. This practicum requires 150 direct clinical hours. CO: NUR 714, NUR 664.

NUR 742. Psychiatric Mental Health Across the Lifespan III. 4 credits. SP
NUR 742 is designed as the final didactic course for the Psychiatric Mental Health Nurse Practitioner students. Students continue to engage in the role of the advanced practice nurse consistent with the competencies of doctoral education for advanced nursing practice. Emphasis is placed on expanding opportunities that are available for advance practice nurses that have not yet been experienced or adequately explored such as forensics, juvenile centers, ECT, consultation psychiatry, substance and alcohol treatment, EMDR, TMS, and tele psychiatry as well as group, family and individual therapy. Unique rural mental health needs will be explored. Also, students will hone their skills of combining both psychotherapeutic techniques with psychiatric medication management for both acute and chronic psychiatric patient populations in preparation for their certification exam. P. NUR 733; Co: NUR 855.

NUR 743. Practicum I: Neonatal Assessment and Management. 2 credits. SU
NUR 743 is a preceptor-supervised practicum course designed to begin development of the Neonatal Nurse Practitioner (NNP) role by providing care to infants in the delivery room, transition nursery, intermediate care nursery, and diagnostic procedures in the intensive care nursery. The student applies knowledge of pathophysiology, neonatal assessment, emergency stabilization, radiological evaluation, laboratory interpretation, and diagnostic reasoning to the care of normal and low-risk neonates in the NICU. P. 4000 hours of NICU patient care experience. CO: NUR 633, NUR 751.

NUR 744. Psychiatric Mental Health Across the Lifespan Practicum I. 2 credits. SU
NUR 744 will focus on developing advanced competencies in the assessment of health status of patients that are encountered in the psychiatric mental health setting. The course is designed to provide the PMHNP students the opportunity to collaborate with preceptors to conduct comprehensive physical and mental health assessments, synthesize data from multiple sources, and determine an appropriate differential diagnosis for patients experiencing psychiatric disorders. Clinical Experiences will aim to incorporate introductory level psychiatric experiences including psychiatric patients in outpatient and/or inpatient clinical settings. In collaboration with their preceptor, students will begin to develop an advanced knowledge base regarding scope of practice, differential diagnoses, clinical skills, assessment tools/practices, medication management practices and therapeutic treatment modalities. The course will also explore dynamics of the specific psychiatric nurse practitioner roles, role expectations, and cultural implications. P. 2000 hours of direct patient care experience. CO: NUR 703.

NUR 746. Advanced Adult-Gerontology Acute Care Nursing II. 4 credits. FA
NUR 746 provides a theoretical and practical base for Adult-Gerontology Acute Care Nurse Practitioner students to diagnose and manage health problems of adults and older adults in a variety of settings including acute and critical care. Content includes management strategies from the domains of nursing, medicine, and pharmacology, and emphasizes direct care to patients with health problems in selected organ systems. P. NUR 718; CO: NUR 749; P or CO: NUR 692.

NUR 747. Advanced Adult-Gerontology Acute Care III. 2 credits. SP
NUR 747 provides a theoretical and practical base for Adult-Gerontology Acute Care Nurse Practitioner students to diagnose and manage health problems of adults and older adults in a variety of settings including primary, acute, and critical care. Content includes management strategies from the domains of nursing, medicine, and pharmacology, and emphasizes direct care to patients with health problems in selected organ systems. Building on prior knowledge, skills, and attitudes, students are expected to apply the concepts and theories discussed in class to the care of adults and older adults. P. NUR 746; CO: NUR 750 or NUR 855.

NUR 749. Practicum II:Adult-Gerontology Acute Care Nurse Practitioner. 2 credits. FA
NUR 749 is designed to allow students to continue the development of the adult-gerontology acute care nurse practitioner role by providing health care services to adolescents through older adults in acute care settings. The course emphasizes further development of clinical assessment and diagnostic reasoning skills to design, implement, and evaluate evidence-based treatment plans for common and more complicated acute, episodic, and chronic health problems of adolescents, adults, and older adults in the acute care setting. Students will have opportunities to further advance knowledge and clinical skill in performing diagnostic and therapeutic procedures related to the role of the nurse practitioner. Requires 150 direct clinical hours. P. NUR 739; CO: NUR 746.

NUR 750. Residency: Adult-Gerontology Acute Care Nurse Practitioner. 5 credits. SP
NUR 750 is the final preceptor supervised practicum course for students in the Master's Degree or post-grad certificate program in which they are immersed in their advanced practice nursing role as an adult-gerontology acute care nurse practitioner. The course allows students to complete the trajectory from novice to competent advanced practice nurse as an adult-gerontological acute care nurse practitioner. Students will develop competence in diagnosing and treating a full range of common acute and chronic health problems of young, middle age, and older adults who present and are treated predominantly in acute and critical care settings. The practicum requires 375 direct clinical hours. P. NUR 749. CO: NUR 747.

NUR 751. Diagnostic and Therapeutic Procedures for Neonatal Nurse Practitioners. 1 credit. SP
NUR 751 provides students with opportunities to obtain advanced knowledge and clinical skills in diagnostics and therapeutic procedures related to the role of the neonatal nurse practitioner in the NICU. This course requires 60 lab hours. P. NUR 615. CO: NUR 743.

NUR 752. Embryology and Genetics of the Developing Newborn. 2 credits. FA, SP, SU
NUR 752 is designed to prepare neonatal advanced practice nurses to use embryology, genetics, and developmental concepts when assessing neonatal and pediatric patients with a variety of healthcare conditions.

NUR 753. Residency: Neonatal Nurse Practitioner. 5 credits. SP
NUR 753 is the final preceptor-supervised practicum course for neonatal practitioner students in the master's degree or post-graduate certificate programs in which students are immersed in their advanced practice nursing role. The course allows students to complete the trajectory from novice to competent advanced practice nurse by providing care to a group of critically-ill infants in the Level III NICU. Requires 375 direct clinical hours. P. Successful completion of all required research and theory core, leadership and policy core, role support core courses and specialty and role courses; CO: NUR 702.

NUR 756. Health Promotion and Disease Prevention in the Gerontological Population. 2 credits. SP
NUR 756 prepares the student to utilize health promotion and health protection principles in the delivery of care to the older adult and their families, and caregivers. Demographic trends and stereotypes, as well as biological and psychological theories of aging are explored. Quality of life issues through the utilization of health promotion strategies are a focus combined with prevention strategies for age specific diseases and syndromes. Cultural, ethnic, spiritual, and age sensitive issues are addressed. Collaborative strategies to improve outcomes using evidence-based protocols with multi-disciplinary personnel are emphasized.

NUR 762. Principles of Teaching & Learning. 3 credits. SP
This course provides the novice educator with foundational knowledge of teaching and learning theories, principles, and strategies. Students in this course will formulate desired learning outcomes and identify pedagogical strategies for diverse learners in both academic and clinical care delivery settings. P. Instructor Consent.

NUR 763. Educational Assessment & Evaluation Strategies. 3 credits. SU
NUR 763 presents key concepts for assessing and evaluating learning outcomes and teaching effectiveness at the learner, course, and program levels. Students will explore and develop various strategies for assessment, engage in data analysis, and analyze legal and ethical considerations related to assessment. P. NUR 762 or Instructor Consent.

NUR 764. Innovations in Curriculum Design, Program Assessment, & Accreditation. 3 credits. FA
Students in NUR 764 will gain an understanding of the various factors influencing nursing education and curriculum development. Emphasis will be placed on innovative curricular designs to meet the evolving needs of diverse learners. Students will also apply knowledge of assessment and evaluation to explore the role of accreditation standards in education and in healthcare. P. NUR 762 and NUR 763 or Instructor Consent.

NUR 765. Nurse Educator Practicum I: Clinical Focus. 1 credit. SU
NUR 765 provides the opportunity for students to gain additional clinical experience in a setting that will enhance their future practice as a nurse educator. Students will also engage with a preceptor in an academic setting to explore the role of the nurse educator. Students will complete an assessment of learning needs for a specific population of learners in either the academic or clinical practice setting and work to identify an area of needed improvement or innovation in nursing education. P. NUR 762 and 2000 hours of direct patient care experience OR Instructor consent; P or CO: NUR 763.

NUR 766. Nurse Educator Role Transition. 1 credit. FA
NUR 766 is a seminar component required for reflection, inquiry, and synthesis of the nurse educator role. Students will reflect on their professional development as they begin their transition from nurse clinician to nurse educator. The following elements are integrated into the course: health states, care management, critical thinking, professional communication, evidence- based practice, scientific integrity and ethical decision-making, cultural competence, awareness of social and professional issues, and personal and professional development. P. NUR 762, NUR 763 and NUR 765 OR Instructor consent; CO: NUR 764.

NUR 767. Nursing Educator Capstone Seminar. 1 credit. SP
NUR 767, students will integrate elements of the evidence-based decision-making process with systematic review of the scientific literature. Students identify a problem of clinical importance, search and critically appraise the literature related to the identified problem and its resolution, and propose an evidence-based approach for addressing the problem and improving outcomes. P. NUR 685, NUR 762, NUR 763, NUR 765. CO: NUR 686, NUR 764.

NUR 768. Nurse Educator Practicum. 3 credits. SP
The Residency allows students in the Nurse Educator Certificate Program to engage in activities that meet the core competencies for academic nurse educators. Under the supervision of an experienced educator-preceptor, students will complete a teaching practicum in which they will assess learning needs, design and implement appropriate pedagogical strategies and perform formative and summative assessments for a cohort of learners. Students will produce a scholarly paper in which they synthesize the literature related to a chosen pedagogical strategy and propose a plan to implement and assess the strategy. The following elements are integrated into the course: health states, care management, critical thinking, professional communication, evidence-based practice, scientific integrity and ethical decision making, cultural competence, awareness of social and professional issues, and personal and professional development. P. All required research and theory core, leadership and policy core, and role support core courses, 4000 hours of direct patient care experience.

NUR 774. Residency: Psychiatric Mental Health across the Lifespan Nurse Practitioner. 5 credits. SP
Residency: NUR 774 is the final preceptor-supervised practicum course in the Post-Graduate Certificate Program in which students are immersed in the advanced practice nursing role as a Psychiatric Mental Health Nurse Practitioner. Students will develop competency in diagnosing and treating a full range of common acute and chronic psychiatric mental-health problems of adult, older adults, pregnant women and children who present and are treated predominantly in psychiatric-mental health settings. P. NUR 735; CO: NUR 742.

NUR 787. Organizational Transformation. 3 credits. SP
In NUR 787, students focus on maximizing the human resource potential within the organization. Students analyze the factors commonly associated with healthy work environments, and explore the impact of interprofessional collaboration and other evidenced-based management practices on professional nursing practice, performance, clinical outcomes, risk, and safety. Students examine ethical, legal, and regulatory policies and issues in human resource management. P. NUR 686 and NUR 689; CO: NUR 788; P or CO: MBA 741.

NUR 788. Practicum: Organizational Transformation. 4 credits. SP
NUR 788 examines the organization for characteristics associated with healthy work environments and makes recommendations for the application of evidence based management practices as needed to improve professional nursing practice. Federal and state regulations are reviewed and assessed for their impact on organizational performance, clinical outcomes, risk, and safety. Students evaluate individual, group, and team performance within their organizations, and develop strategies for creating and sustaining a culture where quality and safety are paramount. The use of decision support systems to analyze structures, processes, and outcomes are incorporated. This practicum requires 300 direct clinical hours. P. NUR 690; CO: NUR 787 or NUR 899 (students enrolled in DNP program).

NUR 795. Directed Independent Study. 1-6 credits. FA, SP, SU
Independent project on a topic designed by the student with approval of the adviser and program chair. P. Instructor consent.

NUR 796. Directed Independent Study:. 1-6 credits. FA, SP, SU
Independent project on a topic designed by the student with approval of the adviser and program chair. This course is graded Satisfactory/Unsatisfactory. P. Instructor consent.

NUR 798. Nurse Educator Residency. 3 credits.
The Residency allows students to engage in activities that meet the core competencies for academic nurse educators. Under the supervision of an experienced educator-preceptor, students will complete a teaching practicum in which they will assess learning needs, design and implement appropriate pedagogical strategies and perform formative and summative assessments for a cohort of learners. Students will complete and disseminate their scholarly project to stakeholders and the wider nursing community. The following elements are integrated into the course: health states, care management, critical thinking, professional communication, evidence-based practice, scientific integrity and ethical decision making, cultural competence, awareness of social and professional issues, and personal and professional development. P or CO: NUR 766.

NUR 810. Care of the Acute and Chronically Ill Child. 4 credits. SU
NUR 810 is designed to provide students with didactic content in common pediatric problems seen in the acute care setting as well as care and coordination of the chronically ill child. Content covers common pediatric disorders in the neurological, respiratory, cardiovascular, gastrointestinal, genitourinary, musculoskeletal, & hematological systems. Clinical decision making skills involved in the assessment of patients and the planning and implementing of therapeutic interventions associated with various disorders are addressed as well as concepts surrounding car e of the medically fragile child. P. NUR 737; Co: NUR 812.

NUR 812. Practicum IV: Pediatric Acute Care Nurse Practitioner. 2 credits. SU
NUR 812 is the fourth preceptor-supervised practicum course for Pediatric Dual Track Nurse Practitioner students. The course allows students to begin the development of the Pediatric Acute Care Nurse Practitioner role by providing health care services to pediatric patients & their families in the acute care setting. The emphasis of the course is on further developing clinical assessment and diagnostic reasoning skills and on diagnosing and treating common pediatric illnesses seen in the acute care setting. Requires 150 direct clinical hours. P. NUR 740; Co: NUR 810, NUR 899.

NUR 814. Care of the Critically Ill Child. 3 credits.
NUR 814 builds on previous coursework by strengthening the foundation for advanced clinical management of acutely ill children. The focus of this course is on the application of the care management process to selected high acuity pediatric conditions in the critical care setting. Selected issues related to high acuity disorders and the management of compromised respiratory, neurological, and cardiovascular are discussed. Students are prepared for triage and assessment of the deteriorating patient in the critical care setting and initial stabilization of that patient. This includes pharmacologic management, basic ventilator management, and other therapeutic interventions. An understanding of human physiology, the pathophysiology of disease states and the scientific rationale for management strategies are emphasized. P. NUR 810; Co: NUR 816.

NUR 816. Practicum V: Pediatric Acute Care Nurse Practitioner II. 3 credits.
NUR 816 is the fifth preceptor-supervised practicum course for Pediatric Dual track Nurse Practitioner Students. This course allows students to continue the development of the Pediatric Acute Care Nurse Practitioner role by providing health care services to pediatric patients and their families in acute and critical care settings. The emphasis of the course is on further developing clinical assessment, diagnostic reasoning skills, and on diagnosing and treating common and more complicated acute care pediatric patients with increased acuities. Requires 225 direct clinical hours. P. NUR 812; Co: NUR 814, NUR 899.

NUR 855. DNP Practicum III. 2 credits. SP
Practicum III is the third practicum course for students in the Doctor of Nursing Practice program in which students continue to develop competencies in their role specialty. The emphasis of the course is on developing competence in their role specialty. Students will register for one of the following specialty sections: Section A: Adult-Gerontology Primary Care; Section B: Adult-Gerontology Acute Care; Section C: Family; Section D: Neonatal; Section F: Psychiatric Mental Health. This practicum requires 150 direct clinical care hours. P. NUR 644 (Neonatal) or NUR 721 (Family NP) or NUR 724 (Adult-Gerontology Primary Care) or NUR 735 (Psychiatric Mental Health NP) or NUR 749 (Adult-Gerontology Acute Care). CO: NUR 899; NUR 702 (Neonatal) or NUR 731 (Family and Adult-Gerontology Primary Care) or NUR 742 (Psychiatric-Mental Health) or NUR 747 (Adult-Gerontology Acute Care). P or CO: NUR 684; NUR 704.

NUR 856. DNP Practicum IV. 2 credits. SU
NUR 856 is the fourth supervised practicum course designed for students in the Doctor of Nursing Practice program in which students continue to develop competence in their role specialty. As students practice within their role specialty, they apply principles of epidemiology and concepts and theories related to health care policy and law within the health care setting and the profession. This practicum requires 150 direct clinical hours. Students will register for one of the following specialty sections: Section A: Adult-Gerontological track; Section B: Adult-Gerontological Acute Care track; Section C: Family track; Section D: Neonatal track; Section E: Psychiatric Mental Health track. P. NUR 855 and NUR 704 and NUR 684; CO: NUR 899; NUR 618 (adult-gerontological primary care, psych, and family tracks).

NUR 857. DNP Practicum V. 3 credits. FA
NUR 857 is the fifth practicum course for students in the Doctor of Nursing Practice program in which students continue to develop competence in their role specialty. As students develop competence in their role specialty, they apply principles of systems, conflict resolution, and group process facilitation while implementing a scholarly project. This practicum requires 225 direct clinical hours. Students will register for one of the following specialty sections: Section A: Adult-Gerontology track; Section B: Adult-Gerontology Acute Care track; Section C: Family track; Section D: Neonatal track; Section E: Psychiatric Mental Health track. P. NUR 856; CO: NUR 899. P or CO: NCR Courses.

NUR 888. Executive Leadership. 3 credits. SU
NUR 888 focuses on the nurse leader's role in maximizing organization strategic performance through ethical leadership and empowered collaboration. Students engage in analytic and dialectic approaches to address challenges to organizational availability and issues influencing organizational performance, such as uncompensated care, competition, consumerism, capital needs associated with technology innovations, and facility renovation and expansion. Students formulate policies and plans for ensuring the development and availability of appropriate resources to support the mission, strategic initiatives and quality goals of the practice environment and comply with regulatory and national standards. P. NUR 787 or Instructor consent; CO: NUR 899.

NUR 889. Practicum: Executive Leadership. 4 credits. FA
NUR 889 students apply theories, principles and concepts from the prior clinical systems administration courses. Using principles of ethical leadership, negotiation, and empowered collaboration, students engage in the leadership role in maximizing the organization's strategic performance. Students progress toward implementing an evidence-based proposal for improving practice, microsystems, organizations, systems, and/or public policy. Students conduct an analysis of an organization's position vis-à-vis major issues impacting organizations performance. P. NUR 888, MBA 711; P or CO: NUR 899.

NUR 895. Seminar: Clinical Systems Administration. 2 credits. SP
NUR 895 is designed for students to share issues and experiences from the final practicum and demonstrate the integration of advanced and specialized knowledge and skills when implementing their roles in the management of care delivery systems. Students use a systematic process of moral reasoning and values based dialogue to address ethical dilemmas and situations, and apply communication, collaborative, and dispute resolution skills and techniques in analyzing and resolving complex issues. Students engage in policy analysis for the improvement of health care. CO: NUR 896.

NUR 896. Residency: Clinical Systems Administration. 4 credits. SP
NUR 896 is the final practicum experience for clinical systems administration students. Students engage in the role of the nurse executive consistent with the end of program competencies. Students implement and evaluate the outcomes of their practice improvement project and specify implications for practice, research, policy and education. The results of the project will be disseminated. This course requires 300 clinical hours. P. All required research and theory core, leadership and policy core, and role and support core courses. CO: NUR 895.

NUR 899. DNP Scholarly Project Seminar. 1 credit. FA, SP, SU
NUR 899 is designed to document a synthesis of the student's educational experiences, growth and knowledge and expertise in an area of nursing practice. Students choose a project that allows them to collaborate with scholars from nursing and other disciplines to design, manage, and evaluate clinical practices and organization systems. This project serves as a foundation for future scholarly practice. PLEASE NOTE: The student completes a total of 3 credit hours in NUR 899, during which he or she develops the Scholarly Project. NUR 899 is taken in 1- or 2-hour increments. Once a student has enrolled in the first hour of NUR 899, the student must continue to enroll in a minimum of one credit hour of NUR 899 until all prerequisites for the Residency Course have been met. An "I" (Incomplete) is received until all NUR 899 course requirements have been completed and the student is eligible to enroll in the Residency course. This course is graded satisfactory/unsatisfactory. P. NUR 686; CO: Practicum Courses in Role Specialty.

NUR 900. DNP Scholarly Project. 1-4 credits. FA, SP, SU
NUR 900 is designed to provide post-master's DNP students with an opportunity to build upon the research, leadership, policy, and role support courses. The practicum will serve as a venue for the post-master's DNP student to design their scholarly project by: collaborating with stakeholders within multiple microsystems or a macrosystem; creating and fostering relationships within professional and lay groups; identifying policy implications for multiple microsystems or a macrosystem; applying principles of negotiation, systems design, and conflict management in planning the implementation of their scholarly project. PLEASE NOTE: The student completes a total of 6 credit hours in NUR "900" during which he or she develops the Scholarly Project. NUR "900" is taken in 2- or 4-hour increments. Once the student has enrolled in the first 2-credit hours of NUR "900", the student must continue to enroll in a minimum of two credit hours of NUR "900" until all the prerequisites for the Residency course have been met. An "I" (Incomplete) is received until all NUR "900" course requirements have been completed and the student is eligible to enroll in the Residency course. Students will register for one of the following specialty sections: Section A: Adult-Gerontology track; Section B: Adult-Gerontology Acute Care track; Section C: Family track. This course is graded satisfactory/unsatisfactory. P. NUR 686 and admission as a post-master's DNP student.

NUR 901. Residency: Advanced Practice Nurse. 2-4 credits. FA, SP, SU
NUR 901 is the final practicum experience for post-master's advanced practice nursing students in the doctor of nursing practice degree program in which they continue the development of their current role and/or specialty. Students engage in the role of the advanced practice nurse consistent with competencies of their particular specialty and the essential competencies of the doctoral education for advance nursing practice. Under the direction of the faculty/project advisor, students complete the process of implementing, evaluating, and disseminating their evidence-based quality improvement projects and specify implications for practice, research, policy, and education. P. All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses; Committee approval of DNP Scholarly Project Proposal. Instructor Permission required.

NUR 902. DNP Residency. 5 credits. FA, SP, SU
NUR 902, a role immersion course, is the final practicum course for students in the Doctor of Nursing Practice program in which they continue the development of their role specialty. As fully as possible, students engage in their role specialty consistent with role specialty essential competencies and the essential competencies of doctoral education. This residency course requires 375 clinical hours: 175 are direct clinical hours/125 are indirect clinical hours. Students complete the process of implementing, evaluating, and disseminating a scholarly project and specify implications for practice, research, policy and education. Students will register for one of the following specialty sections: Section A: Adult-Gerontology Primary Care track; Section B: Adult-Gerontology Acute Care track; Section C: Family track; Section D: Neonatal track; Section E: Pediatric Dual track; Section F: Psychiatric Mental Health track. P. Successful completion of all required Research/Theory Core, Leadership/Policy Core, Role Support and Role Specialty courses. Instructor permission required.

Doctor of Nursing Practice (DNP)

Creighton University's College of Nursing offers a program of study in nursing leading to the degree of Doctor of Nursing Practice (DNP) with specialty tracks in Advanced Practice Nursing (Nurse Practitioner), and Clinical Systems Administration (CSA). The DNP program provides graduate education in a learning environment where ethical leadership, creative problem resolution, service to diverse populations, interprofessional collaboration, and commitment to performance excellence are hallmarks within the Health Sciences schools as well as the Center for Health Policy and Ethics, Heider College of Business, and the graduate program in Negotiation and Conflict Resolution. DNP students will complete core, role support, and specialty courses in advanced practice nursing or clinical systems administration. The program's emphasis is on preparing local, regional, national, and international nurse leaders who use their expertise in providing quality care in increasingly complex environments.

There are two pathways leading to the DNP.

BSN - DNP Option

A post-baccalaureate option exists for students who have successfully completed a Bachelor of Science in Nursing degree from a college or university accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education on Nursing (ACEN) and meet the prerequisite admission requirements as set forth by the College of Nursing. The number of credit hours for the post-baccalaureate to doctoral degree ranges from 68-75 credit hours. Degree requirements for graduation are commensurate with the student's chosen role option and Creighton University's completion requirements for a doctoral degree. Full and part-time plans of study are available for all options.

Post Graduate - DNP Option

A post-graduate to DNP option exists for students who have completed a Master's of Science degree with a major in nursing from a college or university accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education on Nursing (ACEN).

The Post-Graduate to DNP program is designed for current APRN nurses, as well as those with an MSN in Nursing Administration, who are prepared at the graduate level and are wanting to earn their DNP degree. Applicants who are MSN prepared, but are not currently an APRN or have an MSN in Administration, will need to complete a BSN to DNP curriculum in order to complete all required course content for a Nurse Practitioner track.

The number of credit hours for the post-graduate to doctoral degree ranges from 27-36 credit hours. A change in certification will result in additional degree requirements. Degree requirements for graduation are commensurate with the student's chosen role option. The full and part-time plans of study are available for all options.

DNP Program Objectives

The DNP program is designed to prepare nurses who:

1. Integrate nursing science with theories and knowledge from interdisciplinary sciences to advance the health of people and quality of clinical practices.
2. Provide leadership in the analysis of health care delivery systems and clinical practices, and the formulation, implementation, and evaluation of strategies for creating and sustaining continuous improvement.
3. Apply information technology and decision support systems to analyze, evaluate, and improve structure, processes, and outcomes in health care.
4. Engage in policy analysis, formulation, implementation, and advocacy activities to improve health care locally, regionally, nationally, and internationally.
5. Apply communication, collaborative, and dispute resolution skills and techniques to maximize team performance in analyzing and resolving complex issues.
6. Apply appropriate methods and models in partnership with families, individuals, groups, communities, and providers to improve health and address gaps in population-based healthcare.
7. Employ a systematic process of moral reasoning and values-based dialogue to address, prevent, and resolve ethical dilemmas and situations.
8. Engage in the generation, translation, application, evaluation, and dissemination of evidence to administrative and/or clinical practices.
9. Integrate advanced and specialized knowledge and skills when implementing practice roles in clinical care delivery or management of care delivery systems.

BSN - DNP Track Roles

- **Adult-Gerontology Acute Care Nurse Practitioner** - manages the care of individuals in acute care settings. Graduates who complete the Adult-Gerontology Acute Care NP program meet eligibility for national certification through the American Association of Critical-Care Nurses (AACN) and the American Nurses Credentialing Center (ANCC).

- **Clinical Systems Administration** - prepares nurses as innovative and collaborative leaders in diverse health care settings, corporations and consulting firms, improving the quality of healthcare.
- **Family Nurse Practitioner** - manages care throughout the lifespan of individuals and families. Graduates who complete the Family NP program meet eligibility for national certification through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Program (AANPCP).
- **Neonatal Nurse Practitioner** - manages care for newborns in all levels of neonatal intensive care units. Graduates who complete the Neonatal NP program meet eligibility for national certification through the National Certification Corporation (NCC).
- **Pediatric Primary and Acute Care Nurse Practitioner (Dual)** - manages the care of pediatric patients across the entire continuum of health from wellness to critical care. Graduates who complete the Pediatric Dual track NP program are eligible to take the primary and acute care national certification exams through the Pediatric Nurse Certification Board (PNCB).
- **Psychiatric/Mental Health Nurse Practitioner** - manages care throughout the lifespan of diverse populations and can practice within both acute and primary care settings. Graduates who complete Psychiatric Mental Health NP Program meet eligibility for national certification through the American Nurses Credentialing Center (ANCC).

The Doctor of Nursing Program at Creighton University is accredited by the Commission on Collegiate Nursing Education (CCNE) (www.aacnnursing.org (https://www.aacnnursing.org)).

DNP Admission Requirements

Admission into the DNP Program is based on academic acceptance by the College of Nursing. Academic acceptance is based on meeting the following requirements:

Post-Baccalaureate Applicants

1. A completed application form with a $50 non-refundable fee.
2. A Bachelor of Science degree with a major in nursing from a college or university accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN) .
3. A cumulative undergraduate GPA of 3.00 on a 4.0 scale, or a cumulative graduate GPA of 3.0.
4. An official transcript of all previous academic work at the collegiate level. Applicants must assume the responsibility of requesting the registrar of each institution previously attended to mail or electronically send an official transcript directly to Creighton University Enrollment Services Department.
5. Three recommendations from persons able to evaluate the applicant's current and potential competency in advanced nursing practice, academic potential, leadership skills, and potential for leadership in the profession. One reference should come from a nursing employer or supervisor. Baccalaureate nursing students applying during their last undergraduate semester will be required to provide a reference from their most recent clinical instructor and/or preceptor.
6. A current, active unencumbered registered nurse (RN) license to practice in the U.S.
7. A current resume/curriculum vitae that provides evidence of leadership or service experiences.
8. A personal essay that includes a narrative response to the following items (500 words per item allowed):
    a. The applicant's educational and professional goals, both short term and long term, and how earning the Doctor of Nursing Practice degree will aid in reaching those goals.
    b. One example of a practice problem encountered by the applicant and a description of the applicant's role in influencing change to alleviate or correct the problem.
9. Successful completion of an undergraduate statistics course.
10. Successful completion of an undergraduate physical assessment course and corresponding practicum.

Post-Graduate Applicants

1. A completed application form with a $50 non-refundable fee.
2. A Master of Science in Nursing or Master's of Science degree with a major in nursing from a college or university accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN).
3. A cumulative cumulative GPA of 3.00 on a 4.0 scale.
4. An official transcript of all previous academic work at the collegiate level. Applicants request that the registrar of each institution previously attended to mail or electronically send an official transcript directly to the Creighton University Enrollment Services Department.
5. Three recommendations from persons able to evaluate the applicant's current and potential competency in advanced nursing practice at the doctoral level, academic potential, leadership skills, and potential for leadership in the profession. One reference should come from a nursing employer or supervisor.
6. A current active unencumbered registered nursing (RN) license and, if applicable, a current and active unencumbered license to practice as an advanced practice nurse in the United States.
7. Evidence of current national certification as an advanced practice nurse, if applicable.
8. A current resume/curriculum vitae that provides evidence of leadership, practice, and service experiences, such as a holding a management position.
9. A personal essay that includes a narrative response to the following items (500 words per item allowed):
    a. The applicant's educational and professional goals, both short term and long term, and how earning the Doctor of Nursing Practice degree will aid in reaching these goals.
    b. One example of a practice problem encountered by the applicant and a description of the applicant's role in influencing change to alleviate or correct the problem.

c. A discussion of the applicant's focused area of interest for the scholarly project and a description of one outcome the applicant would like to address with the project.

10. Verification of the clinical/practicum hours completed in the applicant's master's/certificate program in **one** of the following ways:

    a. The clinical/practicum courses in the master's program are clearly identified on the transcript.

    b. Syllabi for the clinical/practicum courses are submitted and the clinical/practicum hours are identified.

    c. A letter from an official from the institution, on official institution letterhead, where the master's degree was granted verifying the specific number of clinical/practicum hours.

TOEFL Requirements

Evidence of a TOEFL (Test of English as a Foreign Language) score of 100 on the Internet-Based Test (IBT) or an IELTS (International English Language testing System) score of 7 within the past two years is required for all applicants who meet the criteria below:

- Native Language is not English
- Have not obtained a degree of Bachelor's or higher in the United States

Waivers can be submitted for applicants who have earned a degree of a Bachelor's or higher at an Accredited United States University. The College of Nursing reserves the right to require students to re-take the exam. It is also at the discretion of the College of Nursing as to whether a TOEFL score is required.

Conditions of Enrollment

Upon academic acceptance into the College of Nursing, students must meet certain conditions of enrollment:

1. Completion of required immunizations for all Creighton University Health Sciences students.
2. A current, active unencumbered registered nurse (RN) license to practice in the U.S.
3. Completion of a background investigation.
4. Completion of drug screening.
5. Current certification in Basic Life Support (BLS) for health professionals.
6. Verification of physical examination attestation form.
7. Validation of ability to meet the cognitive, affective, and psychomotor requirements (Safety and Technical Standards).
8. A minimum of 2000 hours of employment in a direct care setting prior to enrollment in the course NUR 694 Advanced Health Assessment Across the Lifespan and the corresponding health assessment practicums. A minimum of 4000 hours of employment in the care of critically ill newborns/infants prior to enrolling in NUR 615 Advanced Neonatal Assessment is required (Post-baccalaureate student). A minimum of 2000 hours of direct care in pediatrics prior to enrolling in practicum courses for those entering a pediatric track. A minimum of 2000 hours of direct care in the psychiatric mental health area prior to enrolling in the practicum course for those entering the psychiatric mental health across the lifespan track.

DNP Degree Requirements

The post-baccalaureate and post-graduate pathways leading to the DNP include a sequence of courses in three (3) major areas: core courses, role core and/or support courses, and advanced specialty role courses. Core courses include learning experiences in statistics, data analysis, research process and utilization, evidence-based practice, ethics, policy, and care management as well as negotiation and dispute resolution.

Role core and/or support courses provide students with a foundation in advanced health assessment across the lifespan and diagnostics, advanced pharmacology across the lifespan, advanced pathophysiology across the lifespan as well as advanced concepts in finance and health care and conflict resolution. Students selecting the clinical systems administrator role option will enroll in business courses related to finance and economics.

Specialty and role courses provide students both classroom and practicum opportunities in the student's specialized role option.

Please note that the degree requirements in each area are commensurate with the role option and whether the student is enrolled in the post-baccalaureate or post-graduate program.

Both post-baccalaureate and post-graduate students in the DNP program are required to complete a scholarly project demonstrating synthesis of the knowledge, skills, and attitudes acquired in the core, role support and role specialty courses. The project documents achievement of the program objectives. The project requires that students collaborate with scholars from nursing and other disciplines to design, manage, and evaluate clinical practices and organizational systems. The types of scholarly projects include: quality improvement projects, program development and evaluation, evaluation of new practice models, guidelines, or innovation, and/or participating in faculty research.

BSN - DNP Track Options

- Adult-Gerontology Acute Care Nurse Practitioner (p. 144)
- Family Nurse Practitioner (p. 145)
- Neonatal Nurse Practitioner (p. 145)
- Pediatric Acute/Primary Care Nurse Practitioner (Dual track) (p. 146)
- Psychiatric Mental Health Practitioner (p. 147)
- Clinical Systems Administration (p. 146)

Post-Graduate - DNP Option

- Post-Graduate to DNP Program of Study (p. 147)

Dual Degree Options

- DNP/MS-NCR Dual degree (p. 130)

DNP: Adult-Gerontology Acute Care Nurse Practitioner

Course requirements

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Elective		2-3

Research/Theory Core Courses		
MHE 600	Scholarly Reading and Writing	3
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 684	Epidemiology	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 899	DNP Scholarly Project Seminar (must be repeated for a total of 3 credits)	3
Leadership/Policy Core Courses		
NUR 687	Care Management and Outcomes Improvement	3
MHE 607	Practical Ethics in Health Care Settings	3
NUR 704	Health Care Policy and Law	2
NCR Course		3
Role Support Courses		
NUR 607	Pharmacology Across the Lifespan for Advanced Nursing Practice	3
NUR 650	Advanced Pathophysiology Across the Lifespan	3
NUR 694	Advanced Health Assessment Across the Lifespan	3
NUR 692	Financial Organization of U.S. Healthcare	2
NUR 756	Health Promotion and Disease Prevention in the Gerontological Population	2
Specialty and Role Courses		
NUR 718	Advanced Adult - Gerontology Acute Care Nursing I	4
NUR 739	Practicum I: Adult-Gerontology Acute Care Nurse Practitioner	2
NUR 746	Advanced Adult-Gerontology Acute Care Nursing II	4
NUR 749	Practicum II:Adult-Gerontology Acute Care Nurse Practitioner	2
NUR 747	Advanced Adult-Gerontology Acute Care III	2
NUR 855	DNP Practicum III	2
NUR 856	DNP Practicum IV	2
NUR 857	DNP Practicum V	3
NUR 902	DNP Residency	5
Total Credits		70-71

DNP: Family Nurse Practitioner

Course requirements

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Elective		2-3
Research/Theory Core Courses		
MHE 600	Scholarly Reading and Writing	3
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 684	Epidemiology	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 899	DNP Scholarly Project Seminar (must be repeated for a total of 3 credits)	3
Leadership/Policy Core Courses		
NUR 687	Care Management and Outcomes Improvement	3
NUR 704	Health Care Policy and Law	2
MHE 607	Practical Ethics in Health Care Settings	3
NCR Course		3
Role Support Courses		
NUR 607	Pharmacology Across the Lifespan for Advanced Nursing Practice	3
NUR 650	Advanced Pathophysiology Across the Lifespan	3
NUR 694	Advanced Health Assessment Across the Lifespan	3
NUR 692	Financial Organization of U.S. Healthcare	2
NUR 756	Health Promotion and Disease Prevention in the Gerontological Population	2
Speciality and Role Courses		
NUR 664	Well Child Care Management	1
NUR 714	Primary Care of Adult-Gerontology	3
NUR 720	Primary Care of Adult-Gerontology II	3
NUR 721	Practicum II: Family Nurse Practitioner	2
NUR 722	Child Care Management	2
NUR 731	Primary Care of Adult-Gerontology III	2
NUR 741	Practicum I: Family Nurse Practitioner	2
NUR 855	DNP Practicum III	2
NUR 618	Population-Based Health Care for Advanced Practice Nursing	3
NUR 856	DNP Practicum IV	2
NUR 857	DNP Practicum V	3
NUR 902	DNP Residency	5
Total Credits		74-75

DNP: Neonatal Nurse Practitioner

Course requirements

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Elective		2-3
Research/Theory Core Courses		
MHE 600	Scholarly Reading and Writing	3
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 684	Epidemiology	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 899	DNP Scholarly Project Seminar (must be repeated for a total of 3 credits)	3
Leadership/Policy Core Courses		
NUR 687	Care Management and Outcomes Improvement	3
MHE 607	Practical Ethics in Health Care Settings	3
NUR 704	Health Care Policy and Law	2
NCR Course		3
Role Support Courses		

NUR 607	Pharmacology Across the Lifespan for Advanced Nursing Practice	3
NUR 650	Advanced Pathophysiology Across the Lifespan	3
NUR 752	Embryology and Genetics of the Developing Newborn	2
NUR 615	Advanced Neonatal Assessment	2
NUR 751	Diagnostic and Therapeutic Procedures for Neonatal Nurse Practitioners	1
NUR 692	Financial Organization of U.S. Healthcare	2
Specialty and Role Courses		
NUR 633	General Neonatal Management	2
NUR 743	Practicum I: Neonatal Assessment and Management	2
NUR 643	Management of High Risk Neonate I	4
NUR 644	Practicum II: Neonatal Nurse Practitioner	2
NUR 702	Management of the High Risk Neonate II	2
NUR 855	DNP Practicum III	2
NUR 856	DNP Practicum IV	2
NUR 857	DNP Practicum V	3
NUR 902	DNP Residency	5
Total Credits		68-69

DNP: Clinical Systems Administration

There are two DNP tracks for the Clinical Systems Administration: One for Post-BSN degree and one for Post-MSN.

Doctor of Nursing Practice, Clinical Systems Administration (Post-BSN)

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Research/Theory Core Courses		
MHE 600	Scholarly Reading and Writing	3
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 684	Epidemiology	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 899	DNP Scholarly Project Seminar (repeat for a total of 3 credits)	3
Leadership/Policy Core Courses		
NUR 687	Care Management and Outcomes Improvement	3
MHE 607	Practical Ethics in Health Care Settings	3
NUR 704	Health Care Policy and Law	2
Three approved NCR Courses		9
Role Support Courses		
Administrative Elective		3
MBA 701	Financial Reporting for MBAs	3
MBA 711	Managerial Finance	3
MBA 741	Economic Analysis for Managers	3
Specialty and Role Courses		
NUR 689	Organizations As Complex Adaptive Systems	3
NUR 690	Practicum: Organizations as Complex Adaptive Systems	3
NUR 787	Organizational Transformation	3
NUR 788	Practicum: Organizational Transformation	4
NUR 888	Executive Leadership	3
NUR 889	Practicum: Executive Leadership	4
NUR 895	Seminar: Clinical Systems Administration	2
NUR 896	Residency: Clinical Systems Administration	4
Total Credits		73

Doctor of Nursing Practice, Clinical Systems Administration (Post-MSN)

Code	Title	Credits
GRD 600	Orientation to Creighton	0
Research and Theory Core Courses		
NUR 684	Epidemiology	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 899	DNP Scholarly Project Seminar (repeat for a total of 3 credits)	3
Leadership and Policy Core Courses		
MHE 607	Practical Ethics in Health Care Settings	3
NUR 704	Health Care Policy and Law	2
2 NCR Electives		6
Role Support Core Courses		
Administrative Elective		3
Specialty and Role Courses		
NUR 888	Executive Leadership	3
NUR 889	Practicum: Executive Leadership	4
NUR 895	Seminar: Clinical Systems Administration	2
NUR 896	Residency: Clinical Systems Administration	4
Total Credits		36

DNP: Pediatric Dual Track Acute/ Primary Care Nurse Practitioner

Course requirements

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Elective		2-3
Research and Theory Core Courses		
MHE 600	Scholarly Reading and Writing	3
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 684	Epidemiology	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 899	DNP Scholarly Project Seminar (must be repeated for a total of 3 credits)	3
Leadership and Policy Core Courses		
NUR 687	Care Management and Outcomes Improvement	3

NUR 704	Health Care Policy and Law	2
MHE 607	Practical Ethics in Health Care Settings	3
Negotiation and Conflict Resolution (NCR) Course		3
Role Support Core Courses		
NUR 607	Pharmacology Across the Lifespan for Advanced Nursing Practice	3
NUR 650	Advanced Pathophysiology Across the Lifespan	3
NUR 694	Advanced Health Assessment Across the Lifespan	3
NUR 692	Financial Organization of U.S. Healthcare	2
Specialty and Role courses		
NUR 664	Well Child Care Management	1
NUR 665	Practicum I: Care of the Well Child	2
NUR 722	Child Care Management	2
NUR 734	Practicum II: Primary Care Pediatrics II	2
NUR 737	Care of the Pediatric Patient in the Urgent/ Emergency Setting	2
NUR 740	Practicum III: Pediatric Acute and Primary Care in the Urgent/Emergency Care Setting	2
NUR 810	Care of the Acute and Chronically Ill Child	4
NUR 812	Practicum IV: Pediatric Acute Care Nurse Practitioner	2
NUR 814	Care of the Critically Ill Child	3
NUR 816	Practicum V: Pediatric Acute Care Nurse Practitioner II	3
NUR 902	DNP Residency	5
Total Credits		70-71

DNP: Psychiatric Mental Health Nurse Practitioner

Course requirements

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Elective		2-3
Research and Theory Core courses		
MHE 600	Scholarly Reading and Writing	3
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 684	Epidemiology	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 899	DNP Scholarly Project Seminar (must be repeated up to 3 credits)	3
Leadership and Policy Core courses		
NUR 687	Care Management and Outcomes Improvement	3
MHE 607	Practical Ethics in Health Care Settings	3
NUR 704	Health Care Policy and Law	2
Negotiation and Conflict Resolution (NCR) Course		3
Role Support courses		
NUR 607	Pharmacology Across the Lifespan for Advanced Nursing Practice	3
NUR 650	Advanced Pathophysiology Across the Lifespan	3
NUR 694	Advanced Health Assessment Across the Lifespan	3
NUR 692	Financial Organization of U.S. Healthcare	2
Specialty and Role courses		
NUR 703	Psychiatric Mental Health across the Lifespan I	4
NUR 744	Psychiatric Mental Health Across the Lifespan Practicum I	2
NUR 733	Psychiatric Mental Health Across the Lifespan II	4
NUR 735	Practicum II: Psychiatric Mental Health Nurse Practitioner	2
NUR 742	Psychiatric Mental Health Across the Lifespan III	4
NUR 855	DNP Practicum III	2
NUR 618	Population-Based Health Care for Advanced Practice Nursing	3
NUR 856	DNP Practicum IV	2
NUR 857	DNP Practicum V	3
NUR 902	DNP Residency	5
Total Credits		73-74

DNP - Post-Graduate

This Program of Study is suggested for students who have an earned Graduate degree in Nursing with a focus in Advanced Practice Nursing. During the first semester of enrollment in the Doctor of Nursing Practice program, the student and his or her academic advisor will develop an individualized plan that is based on the student's prior graduate course work and stated career goals and is consistent with *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). The original plan and any variation from it after matriculation must be approved by the advisor and by the Program Chair.

Post-Graduate to DNP (Doctor of Nursing Practice)

Code	Title	Credits
GRD 600	Orientation to Creighton	0
Research/Theory Core Courses		
NUR 684	Epidemiology	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 900	DNP Scholarly Project (repeat for a total of 6 credits) *	6
Leadership/Policy Core Courses		
MHE 607	Practical Ethics in Health Care Settings	3
NUR 704	Health Care Policy and Law	2
Negotiation and Conflict Resolution (NCR) Courses		6
Role Support Core Courses		
NUR 692	Financial Organization of U.S. Healthcare	2
Specialty and Role Courses		
NUR 901	Residency: Advanced Practice Nurse	2-4
Total Credits		27-29

* PLEASE NOTE: The student completes a total of 6 credit hours in NUR 900 DNP Scholarly Project during which he or she develops the Scholarly Project. NUR 900 is taken in 2- or 4-hour increments. Once the student has enrolled in the first 2-credit hours of NUR 900, the student must continue to enroll in a minimum of two credit hours of NUR 900 until all the prerequisites for the Residency course have been met.
  One hour is didactic and one is practicum (75 hours). The total supervised practicum time during this course sequence is 225 contact hours.

Note: This Program of Study includes a minimum of 375 supervised practicum hours. A minimum of 1000 credited post-baccalaureate clinical hours are required for the Doctor of Nursing Practice degree. The student will be required to provide evidence of the number of direct practicum hours completed in their graduate program. This will determine the number of credits the student is required to take in NUR 901 Residency: Advanced Practice Nurse.

Master of Science in Nursing

The Master of Science in Nursing (MSN) program uses as its foundation the baccalaureate in nursing degree. The MSN curriculum is designed to prepare clinical nurse leaders (advanced generalists), clinical systems administrators (CSA), and nurse educators. In addition, this degree establishes a foundation for future doctoral study in nursing. Emphasis is placed on preparing graduates with advanced competencies in nursing practice and advanced role knowledge to meet the demands of the changing health care environment. Students complete requirements for master's degree core courses, role core and/or support courses, and advanced nursing practice courses.

The number of credit hours for the master's program range from 39-43 credit hours. The degree requirements for graduation are commensurate with the student's chosen role option. The full and part-time plans of study are available for all options.

MSN Program Objectives

The MSN program is designed to prepare nurses who:

1. Analyze theoretical concepts and knowledge from nursing and other disciplines relevant to advanced nursing practice in the provision and improvement of health care.
2. Assume leadership in designing, managing and implementing quality, cost-effective and innovative services to clients in a variety of health care settings.
3. Incorporate knowledge of population-based care and cultural influences in ensuring appropriate and sensitive health care.
4. Influence health policy formulation and implementation to address socioeconomic and health care issues.
5. Demonstrate proficiency in analyzing and utilizing research from nursing and other relevant disciplines to improve practice.
6. Engage in a systematic process of moral reasoning and values-based dialogue to resolve/address ethical dilemmas/situations.
7. Demonstrate competency in an advanced nursing role.

MSN Track Roles

- **Clinical Nurse Leader** - prepares nurses for an advanced generalists who address the critical need to improve the quality of patient care outcomes in a variety of inpatient and outpatient nursing environments.
- **Clinical Systems Administration** - prepares nurses to assume ethical leadership roles in health care systems confronted by financial, political, and social changes.
- **Nurse Educator** - prepares nurses with advanced knowledge and skills to assume classroom and practicum teaching responsibilities in academic settings.

The master's degree in nursing program at Creighton University is accredited by the Commission on Collegiate Nursing Education (www.aacnnursing.org (https://www.aacnnursing.org)).

MSN Admission Requirements

Admission into the MSN Program is based on academic acceptance by the Graduate School. **Academic Acceptance by the Graduate School is based on meeting the following requirements:**

1. A completed application form with a $50 non-refundable fee.
2. Bachelor of Science degree with a major in nursing from a Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN) accredited college or university.
3. A cumulative undergraduate GPA of 3.00 on a 4.0 scale, or a cumulative graduate GPA of 3.0.
4. An official transcript of all previous academic work at the collegiate level. Applicants must assume the responsibility of requesting the registrar of each institution previously attended to mail or e-mail an official transcript directly to Creighton University Enrollment Services Department.
5. Three recommendations from persons able to evaluate the applicant's academic potential as well as current potential competency in nursing. One reference should come from a nursing employer or supervisor. Baccalaureate nursing students applying during their last undergraduate semester will be required to provide a reference from their most recent clinical instructor and/or preceptor.
6. A current unencumbered registered nurse (RN) license to practice in the U.S.
7. A current resume/curriculum vitae that provides evidence of leadership or service experiences.
8. A personal essay that includes a narrative response to the following item (500 words allowed):
   a. The applicant's educational and professional goals, both short term and long term, and how earning the MSN degree will aid in reaching those goals.
9. Successful completion of an undergraduate statistics course.
10. Successful completion of an undergraduate physical assessment course and corresponding practicum (not required for CSA students).

Applicants who do not meet the above criteria will be considered on an individual basis.

TOEFL Requirements

Evidence of a TOEFL (Test of English as a Foreign Language) score of 100 on the Internet-Based Test (IBT) or an IELTS (International English Language testing System) score of 7 within the past two years is required for all applicants who meet the criteria below:

- Native Language is not English
- Have not obtained a degree of Bachelor's or higher in the United States

Waivers can be submitted for applicants who have earned a degree of a Bachelor's or higher at an Accredited United States University. The College of Nursing reserves the right to require students to re-take the exam. It is also at the discretion of the College of Nursing as to whether a TOEFL score is required.

Upon acceptance into the College of Nursing MSN program, students must meet certain conditions of enrollment:

Conditions of Enrollment

1. Completion of required immunizations for all Creighton Health Sciences students.
2. A current, active unencumbered registered nurse (RN) license to practice in the U.S.
3. Completion of a background investigation.
4. Completion of drug screening.
5. Current certification in Basic Life Support (BLS) for health professionals.
6. Verification of physical examination attestation form.
7. Validation of ability to meet the cognitive, affective and psychomotor requirements (Safety and Technical Standards).
8. A minimum of 2000 hours of employment in a direct care setting prior to enrollment in the course NUR 694 Advanced Health Assessment Across the Lifespan and the corresponding health assessment practicums (not required for CSA students).

MSN Degree Requirements

All graduate student programs of study include a sequence of courses in three (3) major areas: core courses, role core and/or support courses, and specialty role courses. Core courses include learning experiences in statistics, data analysis, research process and utilization, evidence-based practice, ethics, policy, and care management. Specialty and role courses provide students both classroom and practicum opportunities in the student's specialized role option. Please note that the degree requirements in each area are commensurate with the role option.

MSN Role Options

- Clinical Nurse Leader (p. 149)
- Clinical Systems Administration (p. 149)
- Nursing Education (p. 150)

Dual Degree Programs

- MSN/MS NCR Dual degree (p. 129)

MSN: Clinical Nurse Leader

Degree Requirements

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Research/Theory Core Courses		
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
Leadership/Policy Core Courses		
NUR 687	Care Management and Outcomes Improvement	3
MHE 607	Practical Ethics in Health Care Settings	3
Role Support Courses		
NUR 694	Advanced Health Assessment Across the Lifespan	3
NUR 607	Pharmacology Across the Lifespan for Advanced Nursing Practice	3
NUR 650	Advanced Pathophysiology Across the Lifespan	3
NUR 692	Financial Organization of U.S. Healthcare	2
One Approved NCR Course		3
Speciality and Role Courses		
NUR 681	Practicum I: Clinical Nurse Leader	2
NUR 688	Practicum II: Care Management and Outcomes Management	2
NUR 701	Clinical Nurse Leader Seminar	1
NUR 700	Clinical Nurse Leader Residency	4
Total Credits		38

MSN: Clinical Systems Administration

Degree Requirements

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Research/Theory Core Courses		
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
Leadership/Policy Core Courses		
NUR 687	Care Management and Outcomes Improvement	3
MHE 607	Practical Ethics in Health Care Settings	3
Role Support Courses		
NUR 684	Epidemiology	3
MBA 701	Financial Reporting for MBAs	3
MBA 741	Economic Analysis for Managers	3
Negotiation and Conflict Resolution (NCR) Courses		6
Speciality and Role Courses		
NUR 689	Organizations As Complex Adaptive Systems	3
NUR 690	Practicum: Organizations as Complex Adaptive Systems	3
NUR 787	Organizational Transformation	3
NUR 788	Practicum: Organizational Transformation	4
Total Credits		43

MSN:Nursing Education

Degree Requirements

Code	Title	Credits
GRD 600	Orientation to Creighton	0
IPE 500	Introduction to Collaborative Care	0
Research and Theory Courses		
NUR 683	Statistics and Data Analysis for Evidence-Based Nursing Practice	3
NUR 685	Exploring Evidence for Improving Outcomes	3
NUR 686	Evaluative Methods for Evidence-Based Nursing Practice	3
NUR 767	Nursing Educator Capstone Seminar	1
Leadership and Policy Courses		
NUR 687	Care Management and Outcomes Improvement	3
MHE 607	Practical Ethics in Health Care Settings	3
Role Support Courses		
NUR 694	Advanced Health Assessment Across the Lifespan	3
NUR 607	Pharmacology Across the Lifespan for Advanced Nursing Practice	3
NUR 650	Advanced Pathophysiology Across the Lifespan	3
Specialty and Role Courses		
NUR 762	Principles of Teaching & Learning	3
NUR 763	Educational Assessment & Evaluation Strategies	3
NUR 764	Innovations in Curriculum Design, Program Assessment, & Accreditation	3
NUR 765	Nurse Educator Practicum I: Clinical Focus	1
NUR 766	Nurse Educator Role Transition	1
NUR 798	Nurse Educator Residency	3
Total Credits		39

Post-Graduate Certificates

The Creighton University College of Nursing offers a Post-Graduate APRN Certificate for nurses who have previously earned a graduate nursing degree as a nurse practitioner and want to become certified to practice in another setting with another population. Admission to this curriculum option requires that the prospective student holds a minimum of a master's degree in nursing from an institution of higher learning that has been accredited by a nursing body (e.g., CCNE, ACEN) and clinical practice in a direct care setting equal to at least 2000 hours of employment within the previous 3 years. The requirements for admission and the application process are the same as for degree seeking graduate students.

Post-Graduate Certificate Objectives

1. Analyze theoretical concepts and knowledge from nursing and other disciplines relevant to advanced nursing practice in the provision and improvement of health care.
2. Assume leadership in designing, managing and implementing quality, cost-effective, and innovative services to clients in a variety of health care settings.
3. Incorporate knowledge of population-based care and cultural influences in ensuring appropriate and sensitive health care.
4. Influence health policy formulation and implementation to address socioeconomic and health care issues.
5. Demonstrate proficiency in analyzing and utilizing research from nursing and other relevant disciplines to improve practice.
6. Engage in a systematic process of moral reasoning and values-based dialogue to resolve/address ethical dilemmas/situations.
7. Demonstrate competency in an advanced nursing role.

Post-Graduate APRN Certificate options currently available to students include:

- Adult-Gerontology Acute Care Nurse Practitioner (p. 151) - manages the care of individuals in acute care settings. Graduates who complete the Adult-Gerontology Acute Care NP post-graduate certificate program meet eligibility for national certification through the American Association of Critical-Care Nurses(AACN) and the American Nurses Credentialing Center(ANCC).
- Family Nurse Practitioner (p. 151) - manages care throughout the lifespan of individuals and families. Graduates who complete the Family NP post-graduate certificate program meet eligibility for national certification through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Program (AANPCP).
- Neonatal Nurse Practitioner (p. 152) - manages care for newborns in level III neonatal intensive care units. Graduates who complete the Neonatal NP post-graduate certificate program meet eligibility for national certification through the National certification Corporation (NCC).
- Pediatric Acute Care Nurse Practitioner (p. 152) - manages the care of pediatric patients in acute care settings and critical care. Graduates who complete the Pediatric Acute Care Certificate Program are eligible to take the acute care national certification exam through the Pediatric Nurse Certification Board (PNCB).
- Psychiatric-Mental Health Nurse Practitioner (p. 152) - manages care throughout the lifespan of diverse populations and can practice within a variety of acute and primary care settings. Graduates who complete Psychiatric Mental Health Nurse Practitioner Certificate Program meet eligibility for national certification through the American Nurses Credentialing Center (ANCC).
- Nursing Education (p. 152) - prepares nurses with advanced knowledge and skills to assume classroom and practicum teaching responsibilities in academic settings.

The post-graduate APRN certificate at Creighton University are accredited by the Commission on Collegiate Nursing Education (www.aacnnursing.org (https://www.aacnnursing.org)).

Post-Graduate Certificate Admission Requirements

1. A completed application form with a $50 non-refundable fee.
2. A Master of Science in Nursing or Master's of Science degree with a major in nursing or a Doctor of Nursing Practice degree from a college or university accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN).
3. A cumulative cumulative GPA of 3.00 on a 4.0 scale.
4. An official transcript of all previous academic work at the collegiate level. Applicants request that the registrar of each institution

previously attended to mail or electronically send an official transcript directly to the Creighton University Enrollment Services Department.

5. Three recommendations from persons able to evaluate the applicant's current and potential competency in advanced nursing practice at the doctoral level, academic potential, leadership skills, and potential for leadership in the profession. One reference should come from a nursing employer or supervisor.
6. A current active unencumbered registered nursing (RN) license and, if applicable, a current and active unencumbered license to practice as an advanced practice nurse in the United States.
7. Evidence of current national certification as an advanced practice nurse, if applicable.
8. A current resume/curriculum vitae that provides evidence of leadership, practice, and service experiences, such as a holding a management position.
9. A personal essay that includes a narrative response to the following items (500 words per item allowed):
    a. The applicant's educational and professional goals, both short term and long term, and how earning the Doctor of Nursing Practice degree will aid in reaching these goals.
    b. One example of a practice problem encountered by the applicant and a description of the applicant's role in influencing change to alleviate or correct the problem.
10. Verification of the clinical/practicum hours completed in the applicant's master's/certificate program in **one** of the following ways:
    a. The clinical/practicum courses in the master's program are clearly identified on the transcript.
    b. Syllabi for the clinical/practicum courses are submitted and the clinical/practicum hours are identified.
    c. A letter from an official from the institution, on official institution letterhead, where the master's degree was granted verifying the specific number of clinical/practicum hours

TOEFL Requirements

Evidence of a TOEFL (Test of English as a Foreign Language) score of 100 on the Internet-Based Test (IBT) or an IELTS (International English Language testing System) score of 7 within the past two years is required for all applicants who meet the criteria below:

- Native Language is not English
- Have not obtained a degree of Bachelor's or higher in the United States

Waivers can be submitted for applicants who have earned a degree of a Bachelor's or higher at an Accredited United States University. The College of Nursing reserves the right to require students to re-take the exam. It is also at the discretion of the College of Nursing as to whether a TOEFL score is required.

Conditions of Enrollment

Upon academic acceptance into the College of Nursing, students must meet certain conditions of enrollment:

1. Completion of required immunizations for all Creighton University Health Sciences students.
2. A current, active unencumbered registered nurse (RN) license to practice in the U.S.
3. Completion of a background investigation.
4. Completion of drug screening.
5. Current certification in Basic Life Support (BLS) for health professionals.
6. Verification of physical examination attestation form.
7. Validation of ability to meet the cognitive, affective, and psychomotor requirements (Safety and Technical Standards).
8. A minimum of 2000 hours of professional nursing experience/direct care in each specialty population prior to enrolling in any Nurse Practitioner Certificate Program. A minimum of 4000 hours of employment in the care of critically ill newborns/infants prior to enrolling in the Neonatal Nurse Practitioner Certificate Program.

Post-Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner

Course Requirements (19 credits)

Code	Title	Credits
Support Core Courses		
GRD 600	Orientation to Creighton	0
Specialty and Role Courses		
NUR 756	Health Promotion and Disease Prevention in the Gerontological Population	2
NUR 718	Advanced Adult - Gerontology Acute Care Nursing I	4
NUR 746	Advanced Adult-Gerontology Acute Care Nursing II	4
NUR 747	Advanced Adult-Gerontology Acute Care III	2
NUR 749	Practicum II:Adult-Gerontology Acute Care Nurse Practitioner	2
NUR 750	Residency: Adult-Gerontology Acute Care Nurse Practitioner	5
Total Credits		19

* Clinical and course credits MAY be adjusted depending on previous graduate course work. The student will be required to submit verification of previous graduate clinical courses/clinical hours. Additional courses may be needed after transcripts are reviewed.

Post-Graduate Certificate-Family Nurse Practitioner

Course requirements (20 credits)

Code	Title	Credits
Support Courses		
GRD 600	Orientation to Creighton	0
Specialty and Role Courses		

NUR 664	Well Child Care Management	1
NUR 714	Primary Care of Adult-Gerontology	3
NUR 741	Practicum I: Family Nurse Practitioner	2
NUR 720	Primary Care of Adult-Gerontology II	3
NUR 721	Practicum II: Family Nurse Practitioner	2
NUR 722	Child Care Management	2
NUR 731	Primary Care of Adult-Gerontology III	2
NUR 723	Residency: Family Nurse Practitioner	5
Total Credits		20

* Clinical and course credits MAY be adjusted depending on previous graduate course work. The student will be required to submit verification of previous graduate clinical courses/clinical hours. Additional courses may be needed after transcripts are reviewed.

Post-Graduate Certificate-Neonatal Nurse Practitioner

Course Requirements (20 credits):

Code	Title	Credits
Role Support Core Courses		
NUR 615	Advanced Neonatal Assessment	2
NUR 751	Diagnostic and Therapeutic Procedures for Neonatal Nurse Practitioners	1
Specialty and Role Courses		
NUR 633	General Neonatal Management	2
NUR 643	Management of High Risk Neonate I	4
NUR 644	Practicum II: Neonatal Nurse Practitioner (150 Practicum hours)	2
NUR 702	Management of the High Risk Neonate II	2
NUR 743	Practicum I: Neonatal Assessment and Management (150 Practicum Hours)	2
NUR 753	Residency: Neonatal Nurse Practitioner (375 Practicum Hours)	5
Total Credits		20

* Clinical and course credits MAY be adjusted depending on previous graduate course work. The student will be required to submit verification of previous graduate clinical courses/clinical hours. Additional courses may be needed after transcripts are reviewed.

Post-Graduate Certificate-Nursing Education

Course Requirements (15 credits)

Code	Title	Credits
Support Courses		
GRD 600	Orientation to Creighton	0
Elective		2
Specialty and Role Courses		
NUR 762	Principles of Teaching & Learning	3
NUR 763	Educational Assessment & Evaluation Strategies	3
NUR 764	Innovations in Curriculum Design, Program Assessment, & Accreditation	3
NUR 766	Nurse Educator Role Transition	1
NUR 768	Nurse Educator Practicum	3
Total Credits		15

*Clinical and course credits MAY be adjusted depending on previous graduate course work. The student will be required to submit verification of previous graduate clinical courses/clinical hours. Additional courses may be needed after transcripts are reviewed.

Post-Graduate Certificate-Pediatric Acute Care Nurse Practitioner

Course requirements (16 credits)

Code	Title	Credits
Support Courses		
GRD 600	Orientation to Creighton	0
Specialty and Role Courses		
NUR 737	Care of the Pediatric Patient in the Urgent/ Emergency Setting	2
NUR 740	Practicum III: Pediatric Acute and Primary Care in the Urgent/Emergency Care Setting	2
NUR 810	Care of the Acute and Chronically Ill Child	4
NUR 812	Practicum IV: Pediatric Acute Care Nurse Practitioner	2
NUR 814	Care of the Critically Ill Child	3
NUR 816	Practicum V: Pediatric Acute Care Nurse Practitioner II	3
Total Credits		16

* Clinical and course credits MAY be adjusted depending on previous graduate course work. The student will be required to submit verification of previous graduate clinical courses/clinical hours. Additional courses may be needed after transcripts are reviewed.

Post-Graduate Certificate-Psychiatric-Mental Health Nurse Practitioner

Course requirements (21 credits):

Code	Title	Credits
Support Course		
GRD 600	Orientation to Creighton	0
Specialty and Role Courses		
NUR 703	Psychiatric Mental Health across the Lifespan I	4
NUR 733	Psychiatric Mental Health Across the Lifespan II	4
NUR 735	Practicum II: Psychiatric Mental Health Nurse Practitioner	2
NUR 742	Psychiatric Mental Health Across the Lifespan III	4
NUR 744	Psychiatric Mental Health Across the Lifespan Practicum I	2
NUR 774	Residency: Psychiatric Mental Health across the Lifespan Nurse Practitioner	5
Total Credits		21

* Clinical and course credits MAY be adjusted depending on previous graduate course work. The student will be required to submit verification of previous graduate clinical courses/clinical hours. Additional courses may be needed after transcripts are reviewed.

Occupational Therapy

Program Director: Angela Patterson, OTD, OTR/L

Graduate Study in Occupational Therapy

The Master of Science in Occupational Therapy will provide foreign trained occupational therapists that have graduated from a World Federation of Occupational Therapy (WFOT) certified program an advanced degree in clinical occupational therapy practice, leadership, and education. The program will help prepare and advance foreign trained rehabilitation professionals' clinical and academic skills and knowledge to become effective leaders in their respective organizations. The clinical focus of the Master of Science in Occupational Therapy is on the occupational therapy role in musculoskeletal, neurological, and psychosocial disorders across the lifespan. The academic focus of the degrees is to prepare and facilitate the development of the rehabilitation clinical scholar in academic and healthcare environments to assume leadership roles as faculty, managers, and clinical experts.

Program Goals

1. Expand and refine foreign trained and baccalaureate prepared rehabilitation professionals' clinical skills and healthcare knowledge.
2. Enhance foreign trained and baccalaureate prepared rehabilitation professionals' knowledge and skills in designing, implementing, and evaluating clinical interventions, program development, and service delivery across the lifespan.
3. Prepare foreign trained and baccalaureate prepared rehabilitation professionals to assume roles as clinical scholars, to be critical research consumers, and collaborative research conductors.
4. Advance knowledge and skills of foreign trained and baccalaureate prepared rehabilitation professionals' in client centered and evidence based interprofessional and ethical practice.
5. Facilitate foreign trained and baccalaureate prepared rehabilitation professionals' understanding of the role of the occupational therapist in global healthcare systems, institutions, and public agencies.
6. Prepare foreign trained and baccalaureate prepared rehabilitation professionals to assume educational roles as leaders in the academic, clinical, and community settings.
7. Develop and demonstrate foreign trained and baccalaureate prepared rehabilitation professionals' understanding of leadership theory and application to assume leadership roles nationally and internationally.

Admissions Requirements

Preferred candidates for the Master of Science in Occupational Therapy will be graduates of a WFOT certified foreign (non-U.S.) occupational therapy program with a bachelor's degree in occupational therapy.

1. **Completed application** and non-refundable **$50 application fee**
2. **Two letters of recommendation** (please use the electronic recommendation process with the online application). The recommendations should be completed and submitted by persons other than family members who are qualified to assess your performance in an academic or work setting.
3. **Personal Statement** (minimum two pages; no longer than four pages): Based on your CV/Resume and your other application materials, we should have a good picture of where you have been and what you have done, with a focus on the goals you have set for yourself, and why this program is a good fit for you.
4. **Resume**
5. **Bachelor's degree and transcripts in English** for all bachelor's and post-bachelor's coursework, sent directly from the issuing school and containing the institution's official stamp.
6. **Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Duolingo:** All international applicants from countries in which English is not the primary language must demonstrate proficiency in English language by submitting a minimum TOEFL score of 80 iBT, IELTS score of 6.0 or Duolingo score of 61.

Master of Science-Occupational Therapy Degree Requirements (39 credits):

First Year		
Semester 1		**Credits**
MSOT 500	English for MSOT Students	3
MSOT 503	Introduction to OT	3
MSOT 603	Physical Rehabilitation I	3
MSOT 613	Rehabilitation with Older Adults	3
	Term Credits	12
Semester 2		
MSOT 553	Research	3
MSOT 623	Physical Rehabilitation II	3
MSOT 533	Mental Health	3
	Term Credits	9
Second Year		
Semester 1		
MSOT 513	Healthcare Advocacy and Leadership	3
MSOT 643	UE Orthopedics	3
MSOT 633	Rehabilitation with Children and Youth	3
	Term Credits	9
Semester 2		
MSOT 543	Instructional Methods	2
MSOT 653	Research Project	1
MSOT 673	Experiential Education Master of Science in Occupational Therapy	6
	Term Credits	9
	Total Credits:	39

Courses

MSOT 500. English for MSOT Students. 3 credits.
The purpose of this course is to prepare students in the MS Occupational Therapy program with the English language strategies and skills as well as the cultural understanding that they will need to be successful in all facets of their MS-OT Program. Co: MSOT 503, 603, 613.

MSOT 503. Introduction to OT. 3 credits.
This course will introduce students to occupation as a fundamental concept of the profession of occupational therapy. Students will gain an understanding of the history, philosophical and ethical base of the profession, the domain of practice, and practice trends. The role of the American Occupational Therapy Association (AOTA), World Federation of Occupational Therapists (WFOT), World Health Organization (WHO), and other relevant organizations will be explored and official documents reviewed. Students will be introduced to practice models of occupation and disability theory. The course will also review the meaning and dynamics of occupation and activity, including the interaction of areas of occupational performance skills, performance patterns, activity demands, context(s) and environments, and client factors. Co: MSOT 603, MSOT 613.

MSOT 513. Healthcare Advocacy and Leadership. 3 credits.
This course will cover topics on professional behavior, communication, ethics, and policy. This course will increase students' proficiency with written and oral communication in English. Students will be required to engage with faculty, classmates, health providers, and the public using both written and oral English communication in a professionally accepted manner. This course involves the study of disability and healthcare policies and their effect on occupational therapy practice. Students will critically examine governmental and regulatory systems: professional societies; historical economic, political, and professional forces; and cultural and social values that influence the development of healthcare policy and contemporary practice. Leadership strategies and theories and their impact on healthcare and policy will be introduced along with business strategies to promote, develop, and expand services related to occupational therapy philosophy and practice. P. MSOT 623, MSOT 553, MSOT 633; CO: MSOT 643, MSOT 533.

MSOT 533. Mental Health. 3 credits.
This course examines occupational therapy in mental health practice, as well as the influence of psychosocial factors on occupational performance. Theory-driven practice is valued with the introduction of selected psychosocial frames of reference and/or conceptual models of mental health practice to guide the evaluation process, the selection of assessment tools, and the design of therapeutic interventions. Use of self as a therapeutic agent and group process skills will be emphasized. P. MSOT 623, MSOT 553, MSOT 633; CO: MSOT 643, MSOT 513.

MSOT 543. Instructional Methods. 2 credits.
Philosophical foundations of knowledge and learning and their relationship with occupational therapy theoretical principles are examined. Major approaches to teaching are discussed and implications for occupational therapy practice are sought. Close attention is paid to the educative role occupational therapists may play in a variety of settings including clinics, hospitals, community agencies, and colleges and universities. Other major content areas of this course include instructional design, methods, skills, and media; evaluation; and education and supervision of students during experiential activities. P. MSOT 503, 603, 513, 613, 623, 633, 533, 553, 643. CO: MSOT 663, MSOT 673.

MSOT 553. Research. 3 credits.
Students will participate in scholarly activities which evaluate professional practice and demonstrate the basic skills needed to write a scholarly report in a format for presentation or publication, This course will examine evidence-based practice, explore the relationship among theory, research and practice, and gain an understanding of the research process including basic descriptive, correlational, and inferential quantitative statistics and code and demonstrate the ability to critically analyze qualitative and quantitative data. Through student-driven learning activities, the student will participate in scholarly activities that evaluate professional practice and articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. P. MSR 503, 603, 613; Co: MSR 623, 633.

MSOT 603. Physical Rehabilitation I. 3 credits.
This course incorporates the occupational therapy process and centers on the theoretical foundations of and intervention for clients with neurologic conditions. Students will interpret evaluation results to design client-centered and evidence-based intervention plans that promote occupational engagement. Assistive technologies commonly used in physical rehabilitation practice settings will be explored. This course will allow students to build upon knowledge of documentation and reimbursement from previous coursework. Co: MOT 503, MSOT 613.

MSOT 613. Rehabilitation with Older Adults. 3 credits.
This course focuses on the unique characteristics and needs of older adults including the role of occupation in the promotion of health and the prevention of disease and disability within the context of aging in place. Contemporary practice issues related to productive aging will be emphasized including the importance of balancing areas of occupation to achieve health and wellness for the older adult. Students will examine various service delivery models and resources to support older adults and their caregivers. Evaluation and intervention to promote safety and occupational engagement in the context and environment will be applied. Theories of aging, changes in body structures and functions associated with aging, and end-of-life issues will also be addressed. Students will examine current policies affecting geriatric practice and payment. Co: MSOT 503, MSOT 603.

MSOT 623. Physical Rehabilitation II. 3 credits.
This course incorporates the occupational therapy process and centers on the theoretical foundations and intervention of clients with orthopedic, cardiac, pulmonary, and other health conditions. Students will formulate intervention plans that will include a final synthesis of how assistive technologies are used to enhance occupational performance. Students will be introduced to advanced practice areas and build upon knowledge of documentation. P. MSOT 503, 603, 613; Co: MSOT 553, 633.

MSOT 633. Rehabilitation with Children and Youth. 3 credits.
This course focuses on applying theories and frames of reference with children and youth. Students will explore family and community interactions, interprofessional collaboration, and the assistive technology process. A variety of practice settings and service delivery models will be examined, and students will develop strategies for implementing assessments and interventions. P. MSOT 503, 603, 613; Co: MSOT 623, 553.

MSOT 643. UE Orthopedics. 3 credits.
This course focuses on the occupational therapy process for persons with upper extremity conditions across the lifespan. Students will apply clinical reasoning in selecting and implementing assessments and interventions and demonstrate the safe and effective application of the continuum of physical agent modalities including superficial and deep thermal, mechanical, and electrotherapeutic modalities preparatory to engagement in occupation. Students will gain knowledge and skills in the design, fabrication, application, fit, and training in orthotic devices used to enhance function and performance. P. MSOT 623, MSOT 553, MSOT 633; CO: MSOT 533, MSOT 513.

MSOT 653. Research Project. 1 credit.
This is the continuation of MSOT 553 Research Proposal. This two-course series is to develop research skills for the occupational therapy practitioner. The focus of the course is to implement the research proposal developed in the previous semester. Students will gain knowledge and skills through implementing their research study and disseminating research findings. A scholarly research manuscript is expected at the end of the course. Students are expected to critically analyze and solve problems encountered during this last stage of their project. The process will be closely monitored by the instructor of record. P. MSOT 503, 603, 613, 513, 623, 633, 533, 553, 643; CO: MSOT 543, 673.

MSOT 673. Experiential Education Master of Science in Occupational Therapy. 6 credits.
Students will apply their understanding of occupation, professional practice, professional identity, leadership, and Ignatian values during a 6-week full-time fieldwork placement. Course objectives focus on transformation from occupational therapist toward advance practice occupational therapist. Students will develop advanced competencies at their site in occupation based clinical practice, leadership, and/or occupational therapy academia. P. MSOT 503, 603, 613, 513, 623, 633, 533, 553 643; CO: MSOT 543, MSOT 653.

Oral Biology

Program Co-Directors: Neil S. Norton and Barbara J. O'Kane

Graduate Study in Oral Biology

The graduate program in Oral Biology is a program of study culminating in the Master of Science degree. The proposed program is flexible and will foster an interdisciplinary approach using School of Dentistry research, courses and facilities to cater to the needs of individual students. A research project will be required. The program will be geared towards providing a sound didactic basis for students interested in pursuing dentistry as a profession. It will also provide research opportunities and teaching experience in an effort to model graduate students for an academic career as clinician educators and academic dentists.

The program will provide a choice of two tracks of study. The first will be in dental materials and include didactic and research emphasis in modern materials science. The second will be in oral biology and emphasize didactic and research in anatomical sciences and histology. Both tracks will equip students to analyze research and clinical literature. Both will also provide an opportunity in the second year to teach in 1st year pre-doctoral dental laboratory courses.

Program Goals

At the time of the completion of the program the graduates will be able to meet the following objectives:

1. Demonstrate disciplinary competence and proficiency in Oral Biology with a global perspective on Oral Health and dentistry to provide a service to others.
2. Demonstrate an ability to combine critical thinking, research and problem solving in Oral Biology.
3. Demonstrate ethical decision making, service and responsibility in accordance with the Judeo-Christian tradition and Ignatian values.
4. Demonstrate the ability to work effectively as mentees and mentors across the distinctions of the diverse faculty, students and staff involved in the graduate experience.
5. Respectfully and effectively communicate information through all modes of expression.
6. Demonstrate deliberative reflection for lifelong personal and professional formation.

Degrees in Oral Biology

- M.S., Oral Biology - Dental Materials Track (p. 157)
- M.S., Oral Biology - Anatomical Sciences Track (p. 157)

Courses

MOB 500. Dental Materials/Dental Anatomy Lecture I. 2 credits.
The fundamentals of dental materials science will be presented as it applies to clinical and laboratory dental applications. The physical properties and the rationale for material selection as dictated by intended use will be presented. An orientation to dental anatomy will be reviewed to create the basis for applying restorative materials to tooth form and function.

MOB 501. Dental Materials/Dental Anatomy Laboratory I. 2 credits.
Specific dental laboratory projects will be accomplished to allow the student to become familiar with the handling characteristics of the dental materials presented in lecture. This will help to ensure competent use of commonly used dental materials at the clinical level. These exercises are also designed to improve manual dexterity and eye-hand coordination.

MOB 502. Polymer Chemistry. 3 credits.
The goal of this course is to expose students to the fundamentals of polymer chemistry. The course will focus on some of the key synthetic methods and physical properties of polymers. Practical applications of polymer chemistry in society will be a theme throughout the course.

MOB 503. Special Problems in Dental Materials I. 1 credit.
Topics of interest to the student, literature review, development of research protocol.

MOB 504. Dental Materials Dental Lecture II. 2 credits.
Composition and properties of materials in dentistry.

MOB 505. Dental Materials Dental Lab II. 1 credit.
Application of materials used in dentistry with an emphasis on restorative material application.

MOB 506. Introduction to Biostatistics and Its Applications. 2 credits.
Organizing and summarizing; elementary probability; sampling distributions, confidence intervals; hypothesis testing using parametric and non-parametric methods; sample size and power; regression and correlation; analysis of variance; experimental design principles and analysis.

MOB 507. Polymer Chemistry Laboratory. 3 credits.
The goal of this course is to expose students to the fundamentals of polymer syntheses and characterization. The course will focus on some of the key synthetic methods for making plastics and the characterization techniques for determining the physical properties of the polymers.

MOB 508. Special Problems in Dental Materials II. 1 credit.
Topics of interest to the student, literature review, development of research protocol.

MOB 509. General Gross Anatomy. 4 credits.
Basic instruction in the gross anatomy of the upper extremity, thorax, and abdomen. This class is taught primarily by lecture, laboratory dissection, models, radiographic images, and various multimedia resources. Students are expected to meet with the instructors to complete additional requirements in current clinically relevant topics.

MOB 510. Histology. 3 credits.
Microscopic anatomy of normal mammalian and/or human tissues and organs. Light and electron microscopic aspects of the tissues and organs are studied. The developmental anatomy of the organ systems will also be presented. Students are expected to meet with the instructors to complete additional requirements in current clinically relevant topics.

MOB 511. Special Problems in Oral Biology. 1 credit.
Topics of interest to the student, literature review, development of research protocol.

MOB 512. Head and Neck Anatomy/Teaching Techniques. 3 credits.
Basic instruction in the Gross Anatomy of the Head and Neck. Special emphasis is placed on the clinical application of the anatomy to the various dental disciplines. Such topics include the anatomy and pathology of the TMJ and the distribution of the trigeminal and facial nerves with associated applied anatomy. This course is taught by lecture, laboratory dissection, models, radiographic images (x-rays, MRIs, and CTs), and various multimedia resources. Students are expected to meet with the instructors to complete additional requirements in current clinically relevant topics.

MOB 513. Oral Histology and Embryology. 3 credits.
Microscopic and developmental anatomy of the normal cells, tissues, and organs of the oral cavity with stress on teeth and related tissues. Emphasis will be given to the growth and development of the head and neck. Students are expected to meet with the instructors to complete additional requirements in current clinically relevant topics.

MOB 514. Introduction to Biostatistics and Its Applications. 2 credits.
Organizing and summarizing; elementary probability; sampling distributions, confidence intervals; hypothesis testing using parametric and non-parametric methods; sample size and power; regression and correlation; analysis of variance; experimental design principles and analysis.

MOB 515. Special Problems Oral Biology II. 1 credit.
Topics of interest to the student, literature review, development of research protocol.

MOB 600. Teaching Practicum in Dental Materials. 2 credits.
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Dental Materials. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework. Instructional methods and teaching aids for the teaching of biomaterials science to dental students dental hygiene students and Oral Biology graduate students.

MOB 601. Mechanical Behavior of Materials. 2 credits.
Principals of mechanical damage in materials, elastic and plastic deformation, creep strength fracture and fatigue hardness and wear resistance mechanical test methods and failure analysis.

MOB 602. Special Problems Dental Materials III. 1 credit.
Topics of interest to the student, literature review.

MOB 603. Research for the Master's Thesis. 3 credits.

MOB 604. Teaching Practicum in Dental Materials. 2 credits.
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Dental Materials. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework.

MOB 605. Advanced Biomaterials Science. 2 credits.
Properties and applications of ceramics and glasses in dentistry. Ceramics for inlays onlays and veneers, crowns and denture teeth, core ceramics metal ceramics, ceramics for implants machinable ceramics, hydroxyapatite.

MOB 606. Special Problems in Dental Materials IV. 1 credit.
Topics of interest to the student, literature review.

MOB 607. Teaching Practicum In General Gross Anatomy. 3 credits.
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching General Gross Anatomy. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework. Students complete a 5-week intensive course with a supervising instructor in order to refine and expand upon their teaching skills. Students are expected to meet all professional responsibilities including attendance, punctuality, appearance and professional relationships.

MOB 608. Teaching Practicum in Histology. 1 credit.
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Histology. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework.

MOB 609. Special Problems in Oral Biology III. 1 credit.
Topics of interest to the student, literature review.

MOB 610. Teaching Practicum in Head & Neck Anatomy. 3 credits.
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Head & Neck Anatomy. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework.

MOB 611. Teaching Practicum in Oral Histology & Embryology. 1 credit.
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Oral Histology and Embryology. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework.

MOB 612. Special Problems in Oral Biology IV. 1 credit.
Topics of interest to the student, literature review.

MOB 700. Research for the Master's Thesis. 3-6 credits.
This course can be repeated to a maximum of six credits.

Oral Biology, Anatomical Science - M.S.

Oral Biology: Anatomical Science track course requirements (35 credits):

Code	Title	Credits
MOB 509	General Gross Anatomy	4
MOB 510	Histology	3
MOB 511	Special Problems in Oral Biology	1
MOB 512	Head and Neck Anatomy/Teaching Techniques	3
MOB 513	Oral Histology and Embryology	3
MOB 514	Introduction to Biostatistics and Its Applications	2
MOB 515	Special Problems Oral Biology II	1
MOB 607	Teaching Practicum In General Gross Anatomy	3
MOB 608	Teaching Practicum in Histology	1
MOB 610	Teaching Practicum in Head & Neck Anatomy	3
MOB 611	Teaching Practicum in Oral Histology & Embryology	1
MOB 612	Special Problems in Oral Biology IV	1
MOB 700	Research for the Master's Thesis	3-6

Oral Biology, Dental Materials Track - M.S.

Oral Biology: Dental Materials track course requirements (36 credits):

Code	Title	Credits
MOB 500	Dental Materials/Dental Anatomy Lecture I	2
MOB 501	Dental Materials/Dental Anatomy Laboratory I	2
MOB 502	Polymer Chemistry	3
MOB 503	Special Problems in Dental Materials I	1
MOB 504	Dental Materials Dental Lecture II	2
MOB 505	Dental Materials Dental Lab II	1
MOB 506	Introduction to Biostatistics and Its Applications	2
MOB 507	Polymer Chemistry Laboratory	3
MOB 508	Special Problems in Dental Materials II	1
MOB 600	Teaching Practicum in Dental Materials	2
MOB 601	Mechanical Behavior of Materials	2
MOB 602	Special Problems Dental Materials III	1
MOB 603	Research for the Master's Thesis	3
MOB 604	Teaching Practicum in Dental Materials	2
MOB 605	Advanced Biomaterials Science	2
MOB 606	Special Problems in Dental Materials IV	1
MOB 700	Research for the Master's Thesis	6
Total Credits		36

Organizational Leadership

Program Director: Gretchen Oltman, J.D., Ph.D.
Program Office: Center for Health Policy and Ethics, Room 104

Mission Statement

The mission of the interdisciplinary Master of Science in Organizational Leadership is centered on developing moral and ethical leaders who use their skills to promote social justice, societal and organizational change for a greater and more just tomorrow. Guided by the Jesuit tradition of continual self-refection and discernment, the program is built on an experiential leadership model that develops creative and innovative professional skills. In consultation with leaders from various industry, business, government, and non-profit organizations, students develop practical application of professional knowledge, skills, and behavior. With increasing self-knowledge, students are empowered to work mindfully toward meeting the needs of their community and workplace, while demonstrating proficiency in written and oral communication skills.

Program faculty and students are drawn from a variety of disciplines and professions and as such provide a rich interdisciplinary learning community for understanding the nature and role if interdisciplinary work in today's world. The collaborative learning community is shaped by the Jesuit ideals of academic excellence, respect for human dignity, and a faith that does justice.

Vision Statement

The vision for graduates is that they will have internalized and practiced the skills through experience and active learning to lead collaboratively, proficiently, and effectively, and guide their efforts at personal and organizational change.

- Leaders who experience, appreciate, and are prepared to pursue life-long learning in an applied, collaborative team environment.
- Leaders who possess moral courage to strive for a more just society.
- Leaders who possess skills to innovate, adapt, and act in a changing world.
- Leaders who develop professionally by putting theory into practice through a process of formation using continual self-reflection.
- Leaders who communicate effectively across different organizations.
- Leaders who use practical reasoning and teamwork to solve complex problems.

Learning Outcomes

- Apply leadership concepts to enhance critical thinking and problem solving in real world settings.
- Demonstrate advancing leadership skills in order to allow individuals to lead across disciplines and environments.
- Apply collaborative skills to leadership processes.
- Demonstrate ethical leadership skills in accordance with Ignatian values.
- Demonstrate effective communication skills for personal and organizational leadership.
- Demonstrate deliberate reflective practice as a means for professional formation.

Admissions Requirements

- Minimum of 2 years work experience
- Minimum undergraduate GPA of at least a 3.00
- Two letters of recommendation, preferably from one academic and one professional source, who can attest to your leadership background and aptitude

- A personal interview or additional background information may be requested
- All international applicants from countries in which English is not the primary language must demonstrate proficiency in English by submitting a minimum TOEFL score of at least 90 ibt.
- A program admissions committee will determine an applicant's admission eligibility after weighing the application, background, leadership experience, interest, and promise of the prospective student.

Degrees in Organizational Leadership

- M.S., Organizational Leadership (p. 158)
- M.S., Organizational Leadership/M.S., NCR Dual Degree (p. 128)

Accelerated Master's Programs

- B.A., Healthy Lifestyle Management/M.S., Organizational Leadership (p. 160)
- B.A., Communication Studies/M.S., Organizational Leadership (p. 160)

Graduate Certificate

- Organizational Leadership (p. 159)
- Leadership and Well-Being (p. 108)

Courses

MSL 600. Leadership Theory, Application and Reflection. 2 credits.
An introduction to leadership principles and development of leadership in action. This course focuses on building an understanding of leadership through the lens of the Jesuit mission and values with the application of reflection. Historic and theoretical leadership principles are studied along with the ethics of excellent leadership practices.

MSL 601. Strategic Orienteering and Execution Tactics. 3 credits.
This course integrates traditional strategic planning and thinking into action through data driven problem solving and decision-making. Students will use the application of portfolio/project management and evaluation from a leader's standpoint in aligning the development of a strategic vision towards a sustainable competitive advantage.

MSL 602. Communicating and Leading Across Cultures. 3 credits.
Students will explore interpersonal and organizational communications. Culture is conceptualized as dynamic and broad - including not only nation-states, but also organizations and groups of diverse social identities such as gender, race, social class and age. Students examine how communication both shapes and is shaped by culture.

MSL 603. Innovation and Adaptive Change. 3 credits.
Student will study leadership and management best practices that encourage innovative thinking in organizations including disruptive technologies, innovation, persuasive techniques, and decision-making under conditions of high uncertainty. Students will also gain greater understanding of power and politics in organizations and crisis management in both small and large organizations.

MSL 604. Approaches to Human Capital. 3 credits.
An interdisciplinary study of managing human capital including employee selection and management, mentoring programs, and team dynamics. Issues of human capital development and succession planning are also studied.

MSL 620. Leadership and Group Dynamics. 3 credits.
This course focuses on how and why leaders can effectively manage and facilitate group cohesion and development, structure, power in groups, group decision making characteristics and conflict resolution.

MSL 621. Cultural Dynamics of Leadership. 3 credits.
Students examine leadership theories through a lens of diversity, equity, and social justice. With an emphasis on inclusivity, this course explores how an ever-changing society presents opportunities and challenges for today's leaders. A historical perspective is provided to contextualize theory and practice. Students consider how diverse leadership styles are shaped by cultural values, perceptions, and context.

MSL 622. Humility and Leadership. 3 credits.
This course examines the concept of humility in leadership and its role within an organization. Topics include benefits of a humble leadership style, identifying key traits of a humble leader, humility as a personal growth strategy and possible challenges associated with being a humble leader.

MSL 623. Developing Tomorrow's Leaders. 3 credits.
This course provides students the opportunity to explore the concept of formal leadership development programs across disciplines. Students will analyze and compare formal leadership development programs. Additionally, students will design a formal leadership development program which can be implemented within their professional practice setting.

MSL 624. Leadership and Well-Being. 3 credits.
As employee or leader, well-being decisions comprise our daily lives. This course examines well-being from two unique but interconnected perspectives. Students will look internally to discern their personal well-being strategy as an emerging leader and then look externally to consider how to improve employee well-being within their organization.

MSL 625. Interpersonal Power and Politics. 3 credits.
This course facilitates the development leadership skills in the areas of interpersonal political skills and how to use them to promote positive change within organizations and society. Students will learn about leadership and power not only within themselves, but also within others. They will also contemplate how to live with a non-anxious presence, empowering themselves with a balanced perspective of power within our world. Finally, students will develop skills that empower them in practice.

MSL 790. Leadership Capstone. 3 credits.
This capstone course requires students to apply the core theories and concepts in the Masters of Science in Organizational Leadership Program. This culminating course requires students to actively reflect on the Program curriculum and demonstrate what they have learned in the program. P. All core and elective courses must be complete or by permission of Program Director.

Organizational Leadership - M.S.

M.S., Organizational Leadership Requirements (36 credits)

Code	Title	Credits
Program Core Courses		
MSL 600	Leadership Theory, Application and Reflection	2
GRD 601	Writing for Graduate Students	1
MSL 601	Strategic Orienteering and Execution Tactics	3
MSL 602	Communicating and Leading Across Cultures	3
MSL 603	Innovation and Adaptive Change	3

MSL 604	Approaches to Human Capital	3
MSL 790	Leadership Capstone	3
Choose a concentration below or Electives		18
Students must complete 18 graduate-level credits consisting of courses in: Leadership, Business, Health Care Ethics, Health Care Leadership, Medical Anthropology, Negotiation and Conflict Resolution, and/or Public Health. Due to the variety of electives available each term, students should contact the Program Director for specific offerings each semester.		
Total Credits		36

Leading in Business Settings concentration (12 credits):

Code	Title	Credits
Select from the following:		12
MBA 719	Finance Seminar	
MBA 767	Marketing Dynamics Seminar	
MBA 771	Leadership and Organizational Behavior	
MBA 776	Business, Ethics and Society	
MBA 779	Seminar in Management	
BIA 731	Information Systems Management	
MIM 722	Fixed Income and Derivatives I	
MIM 728	Corporate Finance	
MIM 730	Financial Statement Analysis I	
MIM 732	Economics of Investment Management	
Or other courses as approved by the Program Director.		

Healthcare Leadership concentration (12 credits):

Code	Title	Credits
Select from the following courses:		12
MPH 633	Health Economics and Finance	
MPH 634	Health Planning and Marketing	
MPH 635	Public Health Leadership	
EMS 602	Organizational Development and Organizational Change	
EMS 603	Clinical Practice and Quality Assurance	
EMS 605	Ethics in EMS	
EMS 606	Education for EMS Professionals	
EMS 607	Human Resource Management in Healthcare	
MHE 600	Scholarly Reading and Writing	
MHE 601	Health Policy	
MHE 602	Research Ethics	
MHE 603	Law and Health Care Ethics	
MHE 604	Social and Cultural Contexts of Health Care	
MHE 605	Philosophical Bioethics	
MHE 606	Theories of Justice	
MHE 607	Practical Ethics in Health Care Settings	
MHE 614	Ethical Aspects of End-of-Life Care	
MHE 622	Public Health Ethics	
MHE 623	Catholic Bioethics	
MHE 624	Oral Health Care at the Intersection of Professional and Business Ethics	
Most HWC courses or other courses as approved by the Program Director.		

Certificate in Leadership and Well-Being

By the end of this graduate certificate program, students will demonstrate knowledge of well-being principles and practices within leadership settings.

Graduate Certificate in Leadership and Well-Being requirements: 15 credits

Code	Title	Credits
MSL 624	Leadership and Well-Being	3
HWC 653	Stress and Sleep Management	3
HWC 670	Research Methods and Program Design	3
HWC 6xx The Intersection of Health and Leadership (Under construction)		3
MSL 6xx Failing, Failure and Resiliency (Under construction)		3
Total Credits		15

Graduate Certificate in Organizational Leadership

Graduate Certificate in Organizational Leadership (15 credits)

Code	Title	Credits
GRD 601	Writing for Graduate Students	1
MSL 600	Leadership Theory, Application and Reflection	2
MSL 601	Strategic Orienteering and Execution Tactics	3
MSL 602	Communicating and Leading Across Cultures	3
MSL 603	Innovation and Adaptive Change	3
MSL 604	Approaches to Human Capital	3
Total Credits		15

Admissions Requirements

- Minimum of 2 years work experience
- Minimum undergraduate GPA of at least a 3.00
- Two letters of recommendation, preferably from one academic and one professional source, who can attest to your leadership background and aptitude
- A personal interview or additional background information may be requested
- All international applicants from countries in which English is not the primary language must demonstrate proficiency in English by submitting a minimum TOEFL score of at least 90 ibt.
- A program admissions committee will determine an applicant's admission eligibility after weighing the application, background, leadership experience, interest, and promise of the prospective student.

MS-ORGL/MBA Dual Degree

Master of Science in Organizational Leadership/Master of Business Administration Dual Degree

Course requirements (48 credits)

Code	Title	Credits
MBA CORE		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
MBA Functional Core		12
Students who have completed all of the Foundation requirements will need to take one advanced course in three of the four functional areas (ACC, ECO, FIN, MKT). The remaining six hours may be other MBA, BIA or MIM electives of the student's choice within the MBA program. A grade of B or better is required in any 500-level course taken for graduate credit & a maximum of six hours of 500-level courses taken for graduate credit may apply toward the MBA degree.		
MBA 701	Financial Reporting for MBAs	
MBA 711	Managerial Finance	
MBA 741	Economic Analysis for Managers	
MBA 761	Marketing Management	
MS-ORGL Core		
MSL 600	Leadership Theory, Application and Reflection	2
GRD 601	Writing for Graduate Students	1
MSL 601	Strategic Orienteering and Execution Tactics	3
MSL 602	Communicating and Leading Across Cultures	3
MSL 603	Innovation and Adaptive Change	3
MSL 604	Approaches to Human Capital	3
MSL 790	Leadership Capstone	3
Area of Focus or Electives of Choice		6
Total Credits		48

Admissions Requirements

Applicants must meet the admissions criteria for both the MBA and MSOL programs, including all necessary admissions testing.

B.A. (HLM)/M.S. (ORGL) Accelerated Program

Accelerated Master's Program (AMP):

Bachelor of Arts (B.A.), Healthy Lifestyle Management / Master of Science (M.S.), Organizational Leadership

The accelerated M.S. in Organizational Leadership degree for students in the B.A. in Healthy Lifestyle Management program will allow them to begin earning credit towards the M.S. degree during their final semesters in the B.A. degree program.

Degree Requirements

1. B.A., Healthy Lifestyle Management requirements (http://catalog.creighton.edu/undergraduate/arts-sciences/healthy-lifestyle-management/healthy-lifestyle-management-ba)
2. Plan of Study below during final semesters of the B.A. degree
3. Remaining M.S., Organizational Leadership requirements (p. 158)

Senior		
Fall		**Credits**
GRD 600	Orientation to Creighton [1]	0
MSL 600	Leadership Theory, Application and Reflection	2
GRD 601	Writing for Graduate Students	1
MSL 601	Strategic Orienteering and Execution Tactics	3
	Term Credits	6
Spring		
MSL 602	Communicating and Leading Across Cultures	3
MSL 603	Innovation and Adaptive Change	3
	Term Credits	6
	Total Credits:	12

[1] May take this self-paced course in summer between the junior and senior year.

B.A.-COM to M.S.-ORGL Accelerated Program

Accelerated Master's Program (AMP):

Bachelor of Arts (B.A.) in Communication Studies / Master of Science (M.S.) in Organizational Leadership

The accelerated M.S. in Organizational Leadership degree for students in the B.A. in Communication Studies program will allow them to begin earning credit toward the M.S. degree during their final semesters of the B.A. degree.

Degree Requirements

1. B.A., Communication Studies requirements (http://catalog.creighton.edu/undergraduate/arts-sciences/communication-studies/#majorstext)
2. Plan of Study below during final semesters of B.A. degree
3. Remaining M.S., Organizational Leadership requirements (p. 158)

Junior		
Summer		
GRD 600	Orientation to Creighton	0
	Term Credits	0
Senior		
Fall		

Fall Term 1		
MSL 600	Leadership Theory, Application and Reflection	2
GRD 601	Writing for Graduate Students	1
Fall Term 2		
MSL 601	Strategic Orienteering and Execution Tactics	3
	Term Credits	6
Spring		
Spring Term 1		
MSL 602	Communicating and Leading Across Cultures	3
Spring Term 2		
MSL 603	Innovation and Adaptive Change	3
	Term Credits	6
	Total Credits:	12

B.S. (ILS) / M.S. (ORGL) Accelerated Program

Accelerated Master's Program (AMP): Bachelor of Science in Leadership / Master of Science in Organizational Leadership

The accelerated M.S. in Organizational Leadership degree for students in the B.S. in Leadership program will allow students to begin earning credit towards the M.S. degree during their final semesters in the B.S. degree program.

Degree Requirements

1. B.S., Leadership requirements (http://catalog.creighton.edu/undergraduate/professional-studies/leadership-bs)
2. Plan of Study below during final semesters of B.S. degree
3. Remaining M.S., Organizational Leadership requirements. (p. 158)

Code	Title	Credits
GRD 601	Writing for Graduate Students	1
MSL 600	Leadership Theory, Application and Reflection	2
MSL 601	Strategic Orienteering and Execution Tactics	3
6 additional credits with approval from the graduate program.		6

BSBA (MGMT) / MS (ORGL) Accelerated Program

Accelerated Master's Programs (AMP): Bachelor of Science in Business Administration (BSBA) in Management / Master of Science (M.S.) in Organizational Leadership

The accelerated M.S. in Organizational Leadership degree for students in the BSBA-Management program will allow students to begin earning credit toward the M.S. degree during their final semesters of the BSBA degree.

Degree Requirements

1. B.S.B.A., Management requirements (http://catalog.creighton.edu/undergraduate/business/marketing-management/#majorstext)
2. Plan of Study below during final semesters of BSBA degree
3. Remaining M.S., Organizational Leadership requirements (p. 158)

Junior		
Summer		
GRD 600	Orientation to Creighton [1]	0
	Term Credits	0
Senior		
Fall		
GRD 601	Writing for Graduate Students	1
MSL 600	Leadership Theory, Application and Reflection	2
MSL 601	Strategic Orienteering and Execution Tactics	3
	Term Credits	6
Spring		
MSL 602	Communicating and Leading Across Cultures	3
MSL 603	Innovation and Adaptive Change	3
	Term Credits	6
	Total Credits:	12

[1] May take this self-paced course in summer between junior and senior years.

Pharmaceutical Sciences

Program Director: Somnath Singh, , BPharm., MPharm., PhD
Program Office: Hixson-Lied Science Building, Room 119

Graduate Study in Pharmaceutical Sciences

The graduate program in Pharmaceutical Sciences encompasses a multi-disciplinary approach to graduate training, culminating in the MS degree. The program is administered by the Department of Pharmacy Sciences, School of Pharmacy and Health Professions.The program of study leads either to a joint (dual track) Doctor of Pharmacy (PharmD)/MS or to an MS degree only. Two types of students are envisioned as entrants in this program. The first type consists of students who possess a B.S. degree in pharmacy or a biological, physical or chemical science and wish to further their education in an advanced degree program. The second type consists of students who are currently enrolled in Creighton's PharmD program who want to obtain an additional advanced academic degree during the course of their studies. The program of study is tailored to the individual needs of each student and is based on the background and career objectives of each student. Students are expected to complete a series of required and elective courses and to perform

original research. Furthermore, students are required to submit a thesis based on the outcome of their research. The program provides opportunity for students to specialize in the following areas: pharmacology, toxicology, pharmaceutics, pharmacokinetics, medicinal chemistry, and social and administrative pharmacy. In addition, the program encourages student interactions with faculty in the Departments of Biomedical Sciences, Medical Microbiology and Immunology, and Chemistry.

Program Goals

The specific goals of this program are:

1. Graduates will be able to design and conduct research, analyze and interpret data, and effectively communicate information both orally and in writing to scientists and non-scientists.
2. Graduates will master the key concepts in the discipline of their interest in pharmaceutical sciences.
3. Graduates will be able to work independently and in collaboration with others in their area of expertise as an investigator.
4. Graduates will be prepared for progression towards an advanced higher degree, or a career in industry, or government through classroom learning, seminars, mentored research, and the writing of a thesis.
5. Graduates will address global perspectives and concerns that are related to their research work.
6. Graduates will develop problem-solving skills and critical thinking ability and apply these in developing the experimental design for obtaining the specific aims of their thesis research.
7. Graduates will review the literature critically and provide scientifically sound explanations and summaries of new developments in their area of interest.
8. Graduates will demonstrate honesty, integrity, and ethical behavior in their research and teaching.
9. Graduates will disseminate his/her work in peer reviewed journals and/or national/international conferences.

Admission Requirements

1. A Bachelor's degree or its equivalent in pharmacy or a biological, physical or chemical science from an accredited college or university.
2. Students who are in the PharmD program must be admitted into the Graduate School in order to participate in the joint PharmD/MS program in pharmaceutical sciences.
3. An overall GPA of 3.0 and the GRE score are required for all applicants.
4. The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by obtaining either a minimum overall TOEFL (Test of English as a Foreign Language) score of 90 (no sub score lower than 20) or IELTS (International English Language Testing System) academic version band score of 6.5 (no sub-score lower than 6).

Degrees in Pharmaceutical Sciences

- M.S., Pharmaceutical Sciences (p. 164)
- Doctor of Pharmacy (PharmD.)/ (p. 165)M.S., Pharmaceutical Sciences Dual Degree (p. 165)

Courses

MPS 509. Industrial Pharmacy. 3 credits.
This course will prepare students to design, manufacture and evaluate different pharmaceutical dosage forms in an industrial environment. The course content will include preformulation studies, formulation of liquid and solid oral pharmaceutical dosage forms, recent advances and trends in controlled or sustained release formulations, drug regulatory affairs and current good manufacturing practices. P. PHA 317.

MPS 531. Chemical Basis Drug Action I. 3 credits.
This course instructs the student on the chemical basis for drug behavior, both in vivo and in vitro. General chemical principles, physicochemical properties, and drug-receptor interactions are used to derive structure-activity relationships for important and commonly encountered classes of drugs. This permits the understanding of pharmacological and biopharmaceutical profiles of currently available drug products, and explains the scientific rationale behind their therapeutic use. Chemically based therapeutic case studies and structurally based therapeutic evaluations are utilized to help students develop a scientific basis for rational therapeutic decision-making. This practice-oriented approach, which emphasizes the relevance of chemistry to contemporary pharmacy practice, gives students the skills necessary to predict biological properties and therapeutic activities of future drug molecules. This course builds upon previously acquired knowledge of biochemistry, pharmaceutics and basic pharmaceutical sciences principles, and compliments concepts being addressed in pharmacology. P. BMS 301.

MPS 532. Chemical Basis Drug Action II. 2 credits.
A continuation of MPS 531/PHA 337.

MPS 543. Basic Pharmacokinetics. 2 credits.
Pharmacokinetics is the mathematics of the time course of Absorption, Distribution, Metabolism, and Excretion (ADME) of drugs in the body. The biological, physiological, and physicochemical factors which influence the transfer processes of drugs in the body also influence the rate and extent of ADME of those drugs in the body. In many cases, pharmacological action, as well as toxicological action, is related to plasma concentration of drugs. Consequently, through the study of pharmacokinetics, the pharmacist will be able to individualize therapy for the patient.

MPS 544. Introduction to Research Methods and Biostatistics. 3 credits.
Students will identify and interpret research questions, hypotheses, variables, sampling methods, research designs, as well as, descriptive and inferential statistics. The emphasis is to evaluate and assess the validity and significance of these research components so there is appropriate interpretations of research results. The goal is for students to become critical readers and users of research so they can practice evidence-based pharmacy and contribute to pharmacy's knowledge base. Students will learn to interpret the validity and the statistics of a research report, but will not necessarily learn to conduct research or perform statistical calculations.

MPS 600. Ocular Pharmacology. 2 credits.
Utilization of knowledge of physiology, biochemistry and anatomy of the eye to develop an understanding of etiology and pharmacological therapy of various ocular diseases. Course content will include a review of anatomy, physiology and biochemistry of the eye, pharmacokinetics and drug delivery relevant to ocular therapy, etiology and pharmacological treatment of ocular diseases such as glaucoma, uveitis, cataract, retinopathy and age-related macular degeneration and cataract. Ocular effects of systemic drugs and ophthalmic toxicology will be examined, in addition to examining advances in ocular therapies.

MPS 601. Parental Drug Dosages Forms. 3 credits.
Parental Drug Products incorporates basic theory and practical experience in the preparation, handling, and dispensing of sterile dosage forms including proper aseptic preparation of parenteral chemotherapeutic agents, and specialty solutions. U.S.P. Chapter 979 will be thoroughly reviewed and discussed. Parental access devices, electronic delivery devices and other related equipment are also reviewed.

MPS 602. Analytic Aspects of Pharmaceutical Sciences Research. 3 credits.
This course covers the theory, instrumentation and application of commonly used laboratory equipments, including, absorption spectroscopy (UV, visible and infrared); mass spectroscopy (MS), high pressure liquid chromatography (HPLC) and nuclear magnetic resonance (NMR), amongst others. The course will combine lectures with hands-on laboratory exercises/demonstrations by Pharmacy Sciences faculty.

MPS 603. Introduction to Pharmaceutical Materials Science. 1 credit.
This course provides an introduction to the excipients and inactive ingredients involved in pharmaceutical preparations. The physicochemical, toxicologic, and regulatory properties of common excipients will be discussed. In addition, the functional roles of common pharmaceutical excipients will be discussed.

MPS 617. Advanced Pharmaceutics. 3 credits.
This course will provide an in-depth study of the physical and chemical principles which are involved in the development, formation and stabilization of selected pharmaceutical dosage forms for optimization of drug bioavailability and therapeutic utility.

MPS 621. Health Systems and Patient Safety. 3 credits.
This course examines structural, economic, service delivery, professional, and patient factors influencing contemporary pharmacy practice. This course emphasizes development of a culture of best practices in patient safety. Included are concepts of safe patient care systems as well as public health principles and practices in the context of public responsibility.

MPS 622. Advanced Medicinal Chemistry. 3 credits.
This course will build upon the scientific foundation laid by the Chemical Basis of Drug Action professional course sequence. The structure-activity relationships of complex drug molecules will be investigated and discussed. Students as well as faculty will be involved in presenting information on the chemically important aspects of drug delivery, stability, receptor affinity and selectivity, metabolic vulnerability and distribution.

MPS 633. Research Methods. 1-3 credits.
Laboratory rotations in which graduate students perform or observe methods used in pharmaceutical and administrative sciences research. The value of the methods and their applications to the research efforts of the pharmaceutical sciences faculty are described in detail. P. DC.

MPS 634. Pharmaceutical Dosage Forms and Drug Delivery Systems. 3 credits.
Basic principles of pharmaceutical dosage forms and drug delivery systems are taught with respect to formulating drugs for bioavailability enhancement and drug targeting. Pertinent pharmaceutical examples that are discussed include: Oral, parenteral, transdermal, aerosol, etc., with emphasis placed on their importance, formulation considerations and ongoing research.

MPS 643. Ophthalmic Pharmacodynamics. 2 credits.
This course will provide instruction on both basic and clinical principles of drug action in the eye. A review of anatomy, physiology, and biochemistry of the ocular system will provide the essential background necessary for understanding the mechanism of drug action in the eye. Pharmacokinetic and toxicological principles relevant to the ocular system will also be reviewed. The use of drugs in the treatment of diseases of the eye such as uveitis, cataracts and glaucoma will be discussed. P. MPS 631/PHR 631; MPS 632/PHR 632.

MPS 645. Qualitative Methods in Research. 2 credits.
This course covers the theory and application of qualitative research methods approaches needed in health care. Two qualitative approaches: grounded theory and case study, are developed with greater depth. Field observation skills are developed.

MPS 646. Mixed Methods in Research. 2 credits.
This course covers the theory and application of mixed methods research approaches to conduct cross, inter and transdisciplinary research projects designed to address complex problems in the health care environment.

MPS 652. Pharmacoeconomics. 3 credits.
This course introduces fundamental pharmacoeconomic topics, defines the terminology used in pharmacoeconomic research, and gives many examples using case studies. Students completing this course should be able to understand, interpret, and determine the usefulness of pharmacoeconomic research articles and also be able to design a pharmacoeconomic decision tree analysis.

MPS 656. Ethics in the Health Professions. 3 credits.
This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues; identify the morally relevant features of a case; identify the moral options open to a pharmacist faced with a moral problem; provide justification for the best options; consider counter arguments for one's position; practice the act of responding personally to an ethical problem in clinical practice through group interaction; and enhance commitment to promoting the dignity of others.

MPS 665. Advanced Pharmacokinetics. 2 credits.
Computer modelling of the absorption, distribution, metabolism, and excretion of drugs will be the core of the course content. Multicompartmental analysis, non-compartmental analysis as well as non-linear kinetics will be discussed. Development of a pharmacokinetic protocol through the various phases of INDA submission as well as in vitro - in vivo correlations will be considered.

MPS 675. Solid Delivery Systems. 3 credits.
The course uses a physical chemistry approach to solving the problems associated with practical design of solid dosage forms as well as those associated with their evaluation.

MPS 676. Disperse Systems. 3 credits.
The course uses a physical chemistry approach to solving the problems associated with practical design of disperse system dosage forms as well as those associated with their evaluation.

MPS 677. Macromolecular Systems. 3 credits.
The course uses a physical chemistry approach to solving the problems associated with the manufacture, evaluation and utilization of polymers in the design of drug delivery systems as well as macromolecules as drugs.

MPS 690. Pharmacology of Immune Response. 2 credits.
The course will provide instruction about the pharmacologic regulation of immune response and the role of immune products on human physiology. P. Gr stdg.

MPS 691. Pharmaceutical Science Seminar. 1 credit.
Seminar in selected subjects for pharmaceutical sciences graduate students. P. DC.

MPS 692. Directed Independent Study. 1-5 credits.
Supervised independent projects that may include laboratory work, assigned readings, research papers, etc. Available in toxicology, biopharmaceutics, medicinal chemistry, pharmacodynamics and pharmacokinetics. P. Undergraduate or graduate stdg. and DC.

MPS 693. Directed Independent Research. 1-5 credits.
Supervised independent research for motivated students to become involved in ongoing original research projects of the pharmaceutical sciences faculty. P. Undergraduate or graduate stdg. and DC.

MPS 697. Industrial Pharmacy. 3 credits.
This course will prepare students to learn the basic principles involved in the designing and manufacturing of different pharmaceutical dosage forms. The course content will include preformulation studies, formulation of liquid and solid oral pharmaceutical dosage forms, novel drug delivery systems, drug regulatory affairs and current good manufacturing practices.

MPS 792. Pharmaceutical Sciences Discussion Series. 1-2 credits.
Graduate students in Pharmaceutical Sciences will learn how to read journal articles for optimum retention, critically evaluate the data, and objectively determine the paper's contribution to the over-all body of knowledge. In addition they will gain valuable presentation and public speaking skills.

MPS 793. Pharmaceutical Sciences Presentation Series. 1-2 credits.
This course focuses on scientific communication of research material in various situations. Students will read and understand journal articles for optimum retention, critically evaluate the data, and objectively determine the paper's contribution to the over-all body of knowledge. Emphasis will be on presenting information/research data in an appropriate and effective manner.

MPS 797. Master's Directed Independent Research. 1-4 credits.
Supervised original research. P. DC.

MPS 799. Master's Thesis. 1-8 credits.
Review of the literature and research data; writing of the thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, eight credit hours are the maximum applicable toward the degree. P. DC.

Pharmaceutical Sciences - M.S.

M.S., Pharmaceutical Sciences Requirements (33 Credits)

Code	Title	Credits
Electives		22
List of elective courses offered by department of pharmacy sciences and other departments. On the recommendation of supervisor and thesis research committee, students may select courses from the following list depending on nature of their thesis research direction. Program director approval is needed if planning to enroll in a course not offered by department of pharmacy sciences.		
Biomedical Sciences		
BMS 604	Fundamentals Of Cell And Molecular Biology	
BMS 605	Fundamentals of Genetics and Molecular and Cellular Pathology	
BMS 760	Advance Topics in Neuroscience	
BMS 706	Advanced Cell and Molecular Biology	
BMS 730	Advanced Topics in Cell and Molecular Biology	
Business Administration		
MBA 711	Managerial Finance	
MBA 741	Economic Analysis for Managers	
MBA 761	Marketing Management	
Business Intelligence and Analytics		
BIA 731	Information Systems Management	
Medical Microbiology/Immunology		
MIC 739	Bacterial Physiology	
MIC 753	Advanced Antimicrobial Agents And Chemotherapy	
MIC 746	Advanced Immunology	
Pharmaceutical Sciences		
MPS 600	Ocular Pharmacology	2
MPS 601	Parental Drug Dosages Forms	3
MPS 603	Introduction to Pharmaceutical Materials Science	1
MPS 622	Advanced Medicinal Chemistry	3
MPS 665	Advanced Pharmacokinetics	2
MPS 677	Macromolecular Systems	3
MPS 676	Disperse Systems	3
MPS 675	Solid Delivery Systems	3
MPS 690	Pharmacology of Immune Response	2
MPS 692	Directed Independent Study	1-5
MPS 693	Directed Independent Research	1-5
MPS 797	Master's Directed Independent Research	1-4
MPS 799	Master's Thesis	1-8

Requirements for Specific Areas of Emphasis

Medicinal Chemistry

Code	Title	Credits
IDC 601	Responsible Conduct of Research	1
MPS 531	Chemical Basis Drug Action I	3
MPS 532	Chemical Basis Drug Action II	2

MPS 544	Introduction to Research Methods and Biostatistics	3
MPS 602	Analytic Aspects of Pharmaceutical Sciences Research	3
MPS 633	Research Methods	1-3
MPS 691	Pharmaceutical Science Seminar	1
MPS 792	Pharmaceutical Sciences Discussion Series	1-2
MPS 793	Pharmaceutical Sciences Presentation Series	1-2
MPS 797	Master's Directed Independent Research	1-4
MPS 799	Master's Thesis	1-8

Pharmaceutics

Code	Title	Credits
IDC 601	Responsible Conduct of Research	1
MPS 543	Basic Pharmacokinetics	2
MPS 544	Introduction to Research Methods and Biostatistics	3
MPS 602	Analytic Aspects of Pharmaceutical Sciences Research	3
MPS 617	Advanced Pharmaceutics	3
MPS 633	Research Methods	1-3
MPS 634	Pharmaceutical Dosage Forms and Drug Delivery Systems	3
MPS 691	Pharmaceutical Science Seminar	1
MPS 792	Pharmaceutical Sciences Discussion Series	1-2
MPS 793	Pharmaceutical Sciences Presentation Series	1-2
MPS 797	Master's Directed Independent Research	1-4
MPS 799	Master's Thesis	1-8

Pharmacology

Code	Title	Credits
IDC 601	Responsible Conduct of Research	1
MPS 544	Introduction to Research Methods and Biostatistics	3
PHR 631	Medical Pharmacology I	5
PHR 632	Medical Pharmacology II	5
PHR 711	Receptor and Molecular Pharmacology	3
PHR 717	Molecular Biology In Pharmacology	2
MPS 691	Pharmaceutical Science Seminar	1
MPS 792	Pharmaceutical Sciences Discussion Series	1-2
MPS 793	Pharmaceutical Sciences Presentation Series	1-2
MPS 797	Master's Directed Independent Research	1-4
MPS 799	Master's Thesis	1-8

Social and Administrative Pharmacy

Code	Title	Credits
IDC 601	Responsible Conduct of Research	1
MPS 544	Introduction to Research Methods and Biostatistics	3
MPS 621	Health Systems and Patient Safety	3
MPS 645	Qualitative Methods in Research	2
MPS 646	Mixed Methods in Research	2
MPS 652	Pharmacoeconomics	3
MPS 656	Ethics in the Health Professions	3
MPS 691	Pharmaceutical Science Seminar	1
MPS 792	Pharmaceutical Sciences Discussion Series	1-2
MPS 793	Pharmaceutical Sciences Presentation Series	1-2
MPS 797	Master's Directed Independent Research	1-4
MPS 799	Master's Thesis	1-8

MS, Pharmaceutical Sciences/ PharmD Dual Degree

M.S./Pharm.D. Dual Degree program

The general requirements of the Graduate School Catalog listed under Administration and Policies Governing Graduate Study must be met. Courses can be selected from the list below or from related subjects, according to the needs of the student. To qualify for the degree, the student must earn at least 33 semester hours of graduate credit beyond the baccalaureate. The student must maintain a B (3.0) average grade throughout the graduate program.

Special Requirements

The following requirements are applicable to students enrolled in the PharmD/M. program:

1. A maximum of three credit hours of seminar and a maximum of eight credit hours of thesis can be applied toward the MS degree.
2. Not more than 12 credit hours of PharmD courses can be applied toward the MS degree.
3. A minimum of 21 credit hours must be earned in courses that are not listed as required courses for the PharmD degree.
4. A minimum of 33 credit hours is required for graduation.
5. A typical plan of study consists of the following:

Code	Title	Credits
Dual Credit PharmD Courses		12
Students select 12 credits from the following:		
BMS 301	Biochemistry	
MPS 621	Health Systems and Patient Safety	
or PHA 321	Health Systems and Patient Safety	
MPS 531	Chemical Basis Drug Action I	
or PHA 337	The Chemical Basis of Drug Action I	
MPS 532	Chemical Basis Drug Action II	
or PHA 447	Chemical Basis of Drug Action II	
MPS 544	Introduction to Research Methods and Biostatistics	
or PHA 350	Introduction to Research Methods and Biostatistics	
MPS 656	Ethics in the Health Professions	
or PHA 456	Ethics in the Health Care Professions	
PHR 631	Medical Pharmacology I	
or PHR 241	Pharmacology I	
PHR 632	Medical Pharmacology II	
or PHR 242	Pharmacology II	
MPS 690	Pharmacology of Immune Response	
or PHA 430	Immunopharmacology and Biotechnology	
Electives		10

Select a minimum of 10 graduate elective credits depending on your area of emphasis and nature of thesis research work. See suggestions on M.S. degree listing.

Required courses		
Seminar Course		3
MPS 691	Pharmaceutical Science Seminar	
MPS 792	Pharmaceutical Sciences Discussion Series	
MPS 793	Pharmaceutical Sciences Presentation Series	
Thesis		8
MPS 799	Master's Thesis	
Total Credits		33

Pharmacology and Neuroscience

Program Director (Ph.D. Program): Timothy A. Simeone, Ph.D.
Program Office: Criss III, Room 551

medschool.creighton.edu/pharmacology

Graduate Study in Pharmacology

The Department of Pharmacology and Neuroscience offers programs of study culminating in the Ph.D. and M.S. degrees. Upon successful completion of the chosen program, the individual will be prepared for careers in research and education in the field of pharmacology. Acquiring expertise in the broad field of pharmacology requires an interdisciplinary approach; and therefore, the student may choose to concentrate his or her studies in numerous specialized areas of pharmacology. These areas include:

- Autonomic pharmacology
- Cardiovascular pharmacology,
- Cancer pharmacology
- Exocrine pharmacology,
- Immunopharmacology
- Neuropharmacology
- Renal pharmacology
- Toxicology

Specific areas of interest include drug-receptor interactions, signal transduction, ion channel function, and molecular and tissue system approaches to studying receptors, signaling and gene function. It is important to note that the interdisciplinary nature of pharmacology offers the student a broad range of options for research endeavors and might include investigations of neurodegenerative diseases, epilepsy, asthma, cancer, teratogenicity of environmental toxins and pharmaceutics, drugs of abuse, and pulmonary hypertension.

Mission Statement

The mission of the Department of Pharmacology graduate programs is to create an intellectually rich environment in which students and trainees are able to develop fully their creative and scientific potential.

Program Goals

The student will carry out the following objectives for completion of the graduate program in pharmacology:

1. Demonstrate an advanced knowledge of pharmacology and a detailed comprehension of the student's specialized field of pharmacology.
2. Illustrate critical and analytical thinking in studying literature, developing hypotheses, executing research, solving scientific problems, and interpreting results.
3. Effectively communicate research results and scientific information in an oral as well as verbal format to both scientific and lay audiences.
4. Demonstrate the ability to independently propose, defend and conduct research in pharmacology for the benefit of science and in the service to others.
5. Display ethical behavior with regard to professional conduct.
6. Exhibit skills that will educate and train others in the field of pharmacology.

Admission Requirements

1. The applicant must possess a baccalaureate degree from an accredited college or university.
2. A minimum undergraduate cumulative G.P.A. of 3.0.
3. Undergraduate courses in biology, general chemistry, organic chemistry, biochemistry, and mathematics or equivalent courses are required. Isolated deficiencies may be made up in the graduate program.
4. The Graduate Record Examination (GRE) General Test must be taken. GRE scores for the verbal and quantitative exam sections must be in the 50th percentile or above.
5. The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 90 on the TOEFL (Test of English as a Foreign Language) Internet-based Test (iBT) at the graduate level.

The deadline for applications to the M.S. and Ph.D. program is March 1st for admission in the following fall semester.

Degree Program in Pharmacology

Doctor of Philosophy (Ph.D.) Program

The objectives of this program are to prepare highly qualified students for careers in research and teaching in the field of pharmacology. Ph.D. candidates will be required to demonstrate a broad knowledge of the field of pharmacology and detailed expertise in their research area. Graduate studies in pharmacology will provide graduate students with a comprehensive educational program in pharmacology. During the program of studies, the pharmacology graduate student will work closely with his or her mentor and department faculty to master the program goals. These goals include student demonstration of an advanced mastery of pharmacology as evidenced by the ability to critically judge research in the field of pharmacology, initiate scholarly activity based on current literature, and maintain the highest ethical and professional standards.

- Doctor of Philosophy (Ph.D.), Pharmacology (p. 167)

Master of Science (M.S.) Program

The objectives of the program include preparation of the student for the following career paths:

1. Teaching of Pharmacology at the undergraduate level
2. Participation in team research in universities, industry or government.

In addition, the M.S. program is an excellent method for students to receive additional preparation for pursuit of a M.D. or Ph.D. degree. The

Master's program emphasizes a combination of course work, laboratory experience and training in the scientific method.

- Master of Science (M.S.), Pharmacology

Courses

PHR 531. Chemical Basis Of Drug Action I. 3 credits. FA
The chemical basis for drug action in vivo and in vitro. General chemical principles, physiochemical properties and drug-receptor interactions are used to derive structure-activity relationships for important drug classes permitting the understanding of the pharmacological and biopharmaceutical profiles of currently available drug products. Provides a basis for predicting biological properties and activities of future products. P. DC.

PHR 532. Chemical Basis Of Drug Action II. 3 credits. SP
Continuation of PHR 531. P. DC.

PHR 537. Rational Drug Design And Discovery. 2 credits. FA, OD
Scientific basis for the rational design and development of new drug molecules. Discussion of drug-receptor theory, structure activity relationships, and specific examples of the design of new drugs. P. DC.

PHR 595. Directed Independent Study. 0-5 credits. FA, OD, SP, SU
Supervised independent projects that may include laboratory work, assigned readings, research papers, etc. Available in autonomic pharmacology, cardiovascular pharmacology, exocrine pharmacology, and neuropharmacology. P. Undergraduate or Gr. stdg. and DC.

PHR 597. Directed Independent Research. 1-4 credits. FA, OD, SP, SU
Supervised independent research for motivated students to become involved in ongoing original research projects of the pharmacology faculty. P. Undergraduate or Gr. stdg. and DC.

PHR 631. Medical Pharmacology I. 5 credits. FA
Human pharmacology and therapeutics. Lectures, conferences, and demonstrations.

PHR 632. Medical Pharmacology II. 5 credits. SP
A continuation of Medical Pharmacology I.

PHR 650. Introduction to Neuropharmacology. 3 credits. SP
This course is designed for graduate students with a background in biology, chemistry, biochemistry, psychology, pre-pharmacy and/or pre-medicine. Pharmacology is more than the study of the mode of action of drugs. It is a science which uses the basic concepts of biology and chemistry to determine how drugs affect the organism; it gives a unique perspective in understanding how cells, organ systems, and organisms function. Unlike other basic science fields, pharmacology is a special field in which one can systematically investigate the mechanism for a biological event--from the molecular level to the whole animal. Pharmacology also allows us to study how biological systems fail to function, providing information on the etiology of disease. Pharmacologic research is essential for the development, testing and clinical use of drugs to treat disease.

PHR 711. Receptor and Molecular Pharmacology. 3 credits. AY, SP
Exhaustive treatment of receptor and molecular pharmacology that considers historical development of concepts, radioligand receptor binding, drug-receptor interactions, receptor characterization and isolation, and signal transduction. P. PHS 601; BCH 600 or DC.

PHR 715. Advanced Pharmacology. 3 credits. OD
Discussion of recent advances in the pharmacology of cardiovascular, autonomic and central nervous systems. Comprehensive review of drug classes including discussions on possible mechanisms by which drugs produce functional effects in these systems. P. Gr. stdg.; PHR 631; or DC.

PHR 717. Molecular Biology In Pharmacology. 2 credits. FA, OD
A survey course in molecular biology and relevant techniques. The course is geared to pharmacologists and others in medical and scientific fields seeking fundamental knowledge of this area. The goal is to provide an understanding of the theoretical and practical aspects of molecular biology for use in research. P. DC.

PHR 750. Research Discussions In Pharmacology. 1 credit. FA, SP, SU
Students will meet with their course director once weekly to discuss laboratory research topics as assigned by the course director. Topics will usually be pertinent to the research activity of the course director. Instruction will be given through a combination of didactics, small group sessions, student presentations and independent study. P. DC.

PHR 760. Research Rounds In Pharmacology. 1-3 credits. FA, SP
This course will teach students how to formally present their research progress and results, and will provide students with frequent feedback by faculty members and fellow students. P. DC.

PHR 790. Research Methods In Pharmacology. 1-5 credits. FA, OD, SP, SU
Laboratory rotations in which graduate students perform or observe methods used in pharmacological research. The value of the method and its application to the research efforts of the pharmacology faculty are described in detail. P. DC.

PHR 791. Pharmacology Seminar. 1 credit. FA, SP
Seminar in selected subjects for pharmacology graduate students. P. DC.

PHR 794. Special Topics in Pharmacology. 1-4 credits. FA, OD, SP, SU

PHR 795. Directed Independent Study. 1-6 credits. FA, SP, SU

PHR 797. Master's Directed Independent Research. 1-6 credits. FA, SP, SU
Supervised original research. P. DC.

PHR 799. Master's Thesis. 1-6 credits. FA, SP, SU
Review of the literature and research data; writing of the thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. P. DC.

PHR 897. Doctoral Directed Independent Research. 1-6 credits. FA, SP, SU
Supervised original research. P. DC.

PHR 899. Doctoral Dissertation. 1-6 credits. FA, SP, SU
This investigative work is the principal area of research carried out by the candidate during doctoral studies. It is conducted under the direct supervision of the candidate's major adviser and dissertation committee in preparation for the doctoral dissertation. Twenty credit hours are the maximum applicable toward the degree. Students will register for this course during formal preparation of the doctoral dissertation. P. PHR 897.

Ph.D. or M.S, Pharmacology

Ph.D., Pharmacology (90 credits)

The student will select a major adviser and assemble a dissertation committee. The student, adviser and committee will formulate a plan of study. The adviser and committee will assist the student during the entire course of the program.

Code	Title	Credits
PHR 631	Medical Pharmacology I	5
PHR 632	Medical Pharmacology II	5
PHR 711	Receptor and Molecular Pharmacology	3

PHR 790	Research Methods In Pharmacology (1st year lab rotations)	6
PHR 794	Special Topics in Pharmacology (Biostatistics)	4
IDC 601	Responsible Conduct of Research	1
IDC 627	Research Methods	3
BMS 604	Fundamentals Of Cell And Molecular Biology	3
CTS 713	The Discipline of Scientific Writing and Preparation of Competitive Grant Applications	3
Seminar		
Select 14-18 credits of seminar		16
PHR 760	Research Rounds In Pharmacology	
PHR 791	Pharmacology Seminar	
Independent Research		
Select credits needed to reach total degree credits of 90		41
PHR 595	Directed Independent Study	
PHR 597	Directed Independent Research	
PHR 795	Directed Independent Study	
PHR 899	Doctoral Dissertation	
Total Credits		90

The student must maintain a B (3.0) average throughout the graduate program, with no more than six credits with a grade of C.

Comprehensive Examinations: Doctoral students are required to pass comprehensive and qualifying examinations in order to advance to candidacy according to the guidelines of the graduate school.

Dissertation: Ph.D. candidates must present and defend a dissertation. The defense is open to the public, but only the student's dissertation committee may directly participate in the examination. Copies of the dissertation must be presented to the committee and Graduate Dean at least 30 days prior to the defense.

Master of Science (M.S.), Pharmacology (30 credits)

The student will select a major adviser and assemble a thesis committee. The student, adviser and committee will formulate a plan of study. The adviser and committee will assist the student during the entire course of the program.

Code	Title	Credits
PHR 631	Medical Pharmacology I	5
PHR 632	Medical Pharmacology II	5
PHR 711	Receptor and Molecular Pharmacology	3
PHR 794	Special Topics in Pharmacology (Biostatistics)	4
IDC 601	Responsible Conduct of Research	1
Independent Research		
Select credits needed to reach total degree credits of 30		12
PHR 797	Master's Directed Independent Research	
PHR 799	Master's Thesis	
Total Credits		30

The student must maintain a B (3.0) average throughout the graduate program, with no more than six credits with a grade of C.

Thesis: M.S. students must present and defend a thesis. The defense is open to the public, but only the student's thesis committee may directly participate in the examination. Copies of the thesis must be presented to the committee and Graduate Dean at least 30 days prior to the defense.

Physics

Program Director: Michael G. Nichols
Program Office: Hixson-Lied Science Building, Room G81

Graduate Study in Physics

At Creighton University the graduate program in Physics is flexible and designed to combine a solid grounding in Physics with adaptability to a wide range of student interests and career objectives. There is a close association of students and faculty that facilitates responsiveness to the needs of each student. Graduates of four-year liberal arts colleges are of special interest to the Physics faculty, as are secondary-school and junior-college teachers who wish to enrich their background in physics. Most classes can be scheduled to accommodate working students in progressing toward the M.S. degree on a part-time basis. Faculty and students are actively engaged in a wide range of research fields including:

- Astronomy
- Astro-particle Physics
- Atomic Physics
- Biological Physics
- Computational Biophysics
- Condensed Matter Physics
- High-Energy Nuclear Physics
- Laser Cooled Atoms
- Medical Physics
- Nanomaterials
- Translational Biomedical Physics

The Physics Department offers two master's-level degree programs:

- M.S., Major in Physics (p. 170)
- M.S., Major in Medical Physics (p. 171)

Degree in Physics

- M.S., Major in Physics (p. 170)
- M.S., Major in Medical Physics (p. 171)

Courses

PHY 511. Physical Optics. 3 credits.
Mathematical representation of waves; interference, diffraction and polarization; coherence and incoherence; lasers; Fourier analysis and synthesis. P. PHY 214 or PHY 222 or PHY 202.

PHY 512. Optics Laboratory. 1 credit.
Experiments in geometrical and physical optics: interferometry; lasers and holography; analytical methods based on optical principles. 3L. CO: PHY 511.

PHY 521. Electronics For Scientists. 3 credits. FA, OD
Basic course in electronics. Laboratory experiments include an introduction to measuring instruments, solid state components, and digital and logic circuits. Lecture closely follows the experiments. 1R, 5L. P. PHY 214 or PHY 222 or PHY 202.

PHY 522. Electric Circuits. 3 credits. FA, OD
Kirchhoff's Laws. Solutions to homogeneous and non-homogeneous linear systems in electronics. AC and DC circuit response. Computer-assisted modeling of circuits. P. IC.

PHY 531. Quantum Mechanics. 3 credits. FA
Development of the formalism of non-relativistic quantum mechanics; applications to the harmonic oscillator, the hydrogen atom, square-well potential, and scattering. P. PHY 301 and PHY 471.

PHY 541. Thermodynamics And Statistical Mechanics. 3 credits. FA
Laws of thermodynamics, thermodynamic variables, thermodynamic potentials; kinetic theory, distribution functions, classical and quantum statistics. P. PHY 214 or CHM 331 or PHY 222 or PHY 202; and MTH 246.

PHY 551. Mathematical Physics. 3 credits. FA
Mathematical methods for the representation of physical processes in space and time. Fourier and other complete representations; vector calculus; tensors and matrices. Selection and emphasis on topics keyed to needs of students enrolled. P. PHY 212 or PHY 222; MTH 347.

PHY 553. Computational Physics. 3 credits. OD
The course offers an introduction to scientific computing techniques for physics students. The course will offer training in computational software and programming language to model complex systems and/or to analyze data. Examples are drawn from a variety of subfields of physics. P. PHY 214 or PHY 222 or DC.

PHY 559. Gravitation and Cosmology. 3 credits. OD
An introduction to standard big bang cosmology utilizing Einstein's general theory of relativity. Topics in relativity will include tensor analysis, Reimannian geometry, and the Einstein equation. Topics in cosmology will include the Friedman-Robertson-Walker metric, the age of the universe, dark matter and dark energy, and early universe thermodynamics. P. PHY 301.

PHY 561. Nuclear Physics. 3 credits. OD
Application of elementary quantum mechanical theory and relativity to the study of nuclear structure, radioactive decay, and nuclear models. P. PHY 531.

PHY 562. Nuclear Instruments And Methods. 2 credits. OD
Laboratory work in nuclear physics designed to teach the methods and procedures of experimental nuclear physics at an advanced level and to familiarize the student with modern research equipment and its use. 3L. P. PHY 302 or IC.

PHY 563. High Energy Nuclear Physics. 1 credit. OD
Students will read and discuss original journal articles related to the historical development of high energy physics. P. PHY 214 or PHY 222 or PHY 202; and MTH 246; or IC.

PHY 565. Radiation Biophysics. 3 credits.
A systematic study of the mechanisms by which ionizing radiation affect cells and biomolecules, pertaining to radiation therapy. Topics include: Physical mechanisms for radiation absorption, Kerma, dose, LET, track structure, water radiochemistry, mathematical survival models, DNA damage, repair mechanisms, RBE, OER, linear no-threshold model, bystander effects, and dose fractionation. P. Permission of instructor.

PHY 566. Physics of Medical Imaging I. 3 credits.
A systemic study of medical imaging including projection x-ray, mammography, fluoroscopy, and computed tomography. For each imaging modality, the mathematical foundation, physical mechanisms, technology involved in clinical implementation, technique strengths and limitations, quantification of image quality, and routine quality assurance procedures will be examined. P. Permission of instructor.

PHY 567. Physics of Medical Imaging II. 3 credits.
A systemic study of medical imaging including projection x-ray, mammography, fluoroscopy, and computed tomography. For each imaging modality, the mathematical foundation, physical mechanisms, technology involved in clinical implementation, technique strengths and limitations, quantification of image quality, and routine quality assurance procedures will be examined. P. PHY 566.

PHY 571. Condensed Matter Physics. 3 credits. OD
An introduction to the structure and dynamics of solids and liquids including solid state physics. Topics include the structure of crystalline, amorphous and self-similar (fractal) matter as conveyed by scattering techniques, the vibrational properties of crystals, the dynamics of liquids, electron dynamics in crystals (including band theory), response functions, percolation theory, and phase transitions (with an emphasis on critical phenomena, scaling and renormalization). P. PHY 301 or CHM 341 or IC.

PHY 572. Condensed Matter Laboratory. 1 credit. OD
Laboratory work designed to acquaint the student with spectroscopy techniques used in condensed matter and material science, including: static and dynamic light scattering, Raman spectroscopy, X-ray diffraction, scanning tunneling microscopy, and dielectric spectroscopy. 3L. CO: PHY 571 or IC.

PHY 581. Advanced Laboratory I. 1 credit. FA
Advanced laboratory work in physics designed to teach the methods of experimental research in physics. Students will work in collaborative teams on two open-ended experiments, each lasting six weeks, drawn from any physics subfield. Students will also develop a research proposal to be executed in PHY 582, Advanced Laboratory II. P. PHY 302, 303, and 332.

PHY 582. Advanced Laboratory II. 1 credit. SP
Advanced laboratory designed to teach the methods of experimental research in physics. Students will work in collaborative teams to complete a project of their own design, including literature review, design and execution of the experiment, data analysis (including statistical testing) and a written report. Students will participate in mock peer-review. P. Phy 581.

PHY 587. Laser Physics. 3 credits. OD
A thorough review of the essential optical and physical principles needed for understanding laser characteristics, operation and design. Topics include the principle of detailed balance, absorption, stimulated emission, gain, obtaining population inversions, pumping requirements, laser cavity modes, Gaussian beams, laser resonators, Q-switching, mode-locking, and an overview of specific laser systems including gas-tube and solid-state lasers. P. PHY 331 or IC.

PHY 591. Seminar in Engineering. 1-3 credits. OD (Same as ERG 591)
This course will prepare students particularly interested in careers in energy technology, engineering, or related disciplines, to gain internship and employment opportunities. Students will be exposed to diverse disciplines and fields in these areas via guest speakers and personal research which all will continue the development of written and oral communication skills as well as further the development of the students' ethical awareness in their careers. P. Contemporary Composition; Oral Communication; Ethics.

PHY 595. Special Topics. 1-3 credits. OD
A course treating physics topics of special interest. The course will be subtitled in the Schedule of Classes and may be repeated under different subtitles. P. IC.

PHY 611. Classical Mechanics. 3 credits. FA
Variational principles, Lagrange's equations, two-body central force motion, rigid-body motion, transformations, small oscillations.

PHY 621. Electromagnetic Theory. 3 credits. FA
Electromagnetic fields, application of Maxwell's equations to electromagnetic waves and their interaction with matter.

PHY 631. Quantum Mechanics I. 3 credits. SP
Development of the formalism of quantum mechanics with applications to simple systems.

PHY 632. Quantum Mechanics II. 3 credits. OD
Applications of quantum mechanics to current fields of interest. P. PHY 631.

PHY 641. Statistical Mechanics. 3 credits. SP
Review of thermodynamics, classical and quantum statistical theory, applications to current fields of interest.

PHY 652. Advanced Mechanical Methods. 0 credits. OD
Small oscillations, transformations, special functions, boundary value problems. P. MTH 347.

PHY 661. Physics of Radiation Therapy. 3 credits.
A systemic study of the use of radiation in the treatment of cancer. Topics include clinical radiation generators, interactions of ionizing radiation with matter, measurement techniques for dosimetry, gamma, electron and ion beams, beam quality, dose distribution, mathematical/computational dose estimation, treatment planning, field shaping, IMRT, brachytherapy, HDR therapy, SSRS, SBRT. P. PHY 301, BIO 202; Graduate standing.

PHY 662. Radiation Dosimetry and Protection. 3 credits.
A survey of personal and environmental dosimetry and monitoring with an emphasis on ionizing radiation. Topics include photon and neutron beams, particle interactions, stopping power, range absorbed dose, charged particle equilibrium, measurement techniques, cavity theory, ionization chambers, thermoluminescence, photographic, chemical, and calorimetric dosimetry, pulse-mode-detectors, scintillation materials, semiconductor dosimeters, biophysical models. P. PHY 301, BIO 202; Graduate standing.

PHY 785. Clinical Practice of Teaching Science. 3-7 credits. OD
Practical experience in the conduct of classroom teaching and related activities in science. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor in a local school in grades 7-12. Application to the Director of Field Experiences in the Education Department for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. Secondary Education P. EDU 525, EDU 548, EDU 551, EDU 575; CO: EDU 593.

PHY 790. Research Methods. 2 credits. OD
Introduction to current research in Physics.

PHY 791. Graduate Seminar. 1-3 credits. FA, SP
Oral presentation and critical discussion of subjects in physics or related fields by invited speakers, faculty, and students.

PHY 792. Medical Physics Seminar. 1 credit.
A series of lectures and discussion led by program faculty students and guest speakers. Topics will include the latest research in medical physics and allied disciplines, debates on topics of social relevance, and professional development. Students will be responsible for presenting a seminar focusing on a subject that is relevant to their master's research or on a subject stimulated by their clinical rotation. P. Instructor Consent; Graduate standing.

PHY 793. Directed Independent Readings. 1-3 credits. FA, SP, SU
Advanced instruction in areas of special interest to the faculty, such as the following: atomic physics, nuclear physics, particle physics, solid state physics, surface physics, statistical mechanics, foundations of physics; biophysics. P. IC.

PHY 795. Directed Independent Study. 1-3 credits. FA, SP, SU
Advanced study in a specific area of interest to the faculty. P. IC.

PHY 797. Directed Independent Research. 0-3 credits. FA, SP, SU
An independent research project under the guidance of a member of the faculty. Weekly conferences. Written report of work required at the end of each semester. P. IC.

PHY 798. Medical Physics Clinical Rotation. 3 credits.
Clinical rotations within area hospitals under the direction of a mentoring medical physicist. Students will observe Treatment planning; Treatment delivery; Quality assurance; Routine diagnostic procedures as well as special procedures (SRS, SBRT, HDR, etc.). Students will also shadow radiologists involved in various areas of diagnostic and interventional radiology including rad/fluoroscopy, mammography, MRI, CT, ultrasound and nuclear medicine. P. Instructor Consent; Graduate standing.

PHY 799. Master's Thesis. 1-6 credits. FA, SP, SU
Research in connection with the preparation of the Master's thesis. Students must register for this course in any term when engaged in formal preparation of the master's thesis; however, six credit hours are the maximum applicable toward the degree. P. DC.

Physics - M.S.

Program Goals

In addition to the general learning goals of the Graduate School, at the completion of the physics graduate program, the student will:

1. Demonstrate advanced knowledge in graduate level physics and in their field of thesis research.
2. Demonstrate independent critical and analytical thinking, both within their field of study and beyond, for use in the service to others.
3. Identify and suggest possible solutions to ethical dilemmas that occur in their work and field of study, and understand the importance of professional ethics in all aspects of scientific communication and laboratory work.
4. Demonstrate competence in their laboratory or computational work, including application of the scientific method and appropriate use of basic and state of the art tools and techniques.
5. Demonstrate written and oral skills necessary for communication of research, knowledge, and ideas to scientists and non-scientists.

Admission Requirements

In general, properly prepared students will have undergraduate preparation in physics comparable to the present minimum Physics degree requirements at Creighton University. This must include upper-division course work covering each of the following categories: mechanics, electromagnetism, and modern physics. Additional work in physics to bring the total to 24 semester hours, plus support from mathematics, is needed. An undergraduate grade point average of 3.00 or better is preferred.

The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English in the TOEFL (Test of English as a Foreign Language) examination with a score of 90 on the Internet-based Test (iBT) at the graduate level. Higher

TOEFL scores are required to be competitive for teaching or research fellowships.

M.S., Major in Physics course requirements (30-33 credits):

Flexibility is achieved within the Graduate School through two types of master's programs — Plan A (with thesis) and Plan B (without thesis) — and within the Physics Department through the further tailoring of these programs to the needs of the individual student. Physics graduate students individually arrange their graduate programs in consultation with their advisor.

Code	Title	Credits
Required Core Courses of All Students [1]		
PHY 611	Classical Mechanics	3
PHY 621	Electromagnetic Theory	3
PHY 631	Quantum Mechanics I	3
PHY 641	Statistical Mechanics	3
Thesis (Plan A) or Non Thesis (Plan B) Option [3]		18-21
Plan A: 12 credits of Elective and 6 credits of PHY 799		
Electives (12 credits) [2]		
PHY 799 (6 credits)		
Plan B: 21 credits of Electives		
Electives (21 credits) [2]		
Comprehensive Exam - must pass all sections of the three-part exam		
Total Credits		30-33

[1] These "core courses" are designed to provide an advanced understanding of concepts, principles, and methods in the fundamental areas of Physics.

[2] Course electives may be selected with the consent of the advisor. These courses normally come from the areas of atmospheric sciences, mathematics/computer science, chemistry, or biology.

[3] Students choosing Plan A complete a minimum of 30 credits. Students choosing Plan B complete at least 33 credits.

Medical Physics - M.S.

Program Director: Michael G. Nichols, Ph.D.

The M.S. in Medical Physics program will provide training for individuals interested in pursuing a career in Medical Physics. The 43 hour master's program will provide didactic training in the fundamentals of medical and health physics, radiobiology, radiological physics and radiation dosimetry, nuclear medicine, medical imaging, as well as research (thesis option) and clinical experience (clinical rotations in local hospitals) to provide the experience needed by practicing medical physicists.

Admission Requirements

To be eligible for admission, students must have a Bachelor's degree with a major in Physics (preferred), Engineering, or another science discipline. If the Bachelor's degree is not in physics, students must have completed at least 18 credit hours of undergraduate-level physics, with at least 9 hours in upper division physics courses and a minimum 3.0 GPA. Appropriate undergraduate chemistry (at least 1 year), Biology (at least 1 year), Mathematics (two years, Calculus and Differential Equations), and computer science (proficiency in at least one programming language) preparation is also required. The general GRE exam is required. The Physics GRE subject exam is recommended, but not required. International students must complete the TOEFL exam with a minimum total score of 90 (iBT) and a minimum score of 20 in each of the four test sections.

A complete application for admission will include all undergraduate transcripts, three letters of recommendation, official test scores, and a personal statement.

Learning Outcomes

The M.S. program in medical physics provides students with the basic and applied knowledge necessary for further education and research in medical physics. Students completing the program will be well prepared for Part 1 of the ABR board certification exam and have the necessary skills to continue their training in a clinical residency program. To this end, students completing the program will:

1. demonstrate competency in physics, mathematics, computer programming and other basic science knowledge, required for research and clinical practice in medical physics;
2. demonstrate professional attributes and ethical behaviors required of medical physicists;
3. demonstrates skills in communication through writing and oral presentation;
4. demonstrate proficiency in theoretical or experimental research design;
5. effectively use the research process to pose and address relevant problems in research and clinical settings;
6. demonstrate a conceptual and methodological understanding of how research leads to the creation of new knowledge and the re-interpretation of existing knowledge;
7. present effective progress reports on their research;
8. complete a M.S. thesis which demonstrates effective synthesis and analysis of current research and scholarship in medical physics;
9. demonstrate deliberate reflection for personal and professional formation;
10. develop communication and interpersonal skills needed to function in a collaborative environment;
11. demonstrate an awareness of the complexity of knowledge in medical physics as well as receptiveness to alternative interpretations, new knowledge, and alternative approaches to problem solving.

The Master of Science in Medical Physics program will provide training for individuals interested in pursuing a career in Medical Physics. The 43 hour Master's program will provide didactic training in the fundamentals of medical and health physics, radiobiology, radiological physics and radiation dosimetry, nuclear medicine, medical imaging, as well as research (Thesis required) and clinical experience (clinical rotations in local hospitals) to provide the experience needed by practicing medical physicists.

M.S., Medical Physics Degree requirements (p. 173)

B.S, Biomedical Physics / M.S., Medical Physics Accelerated Program (p. 174)

Courses

PHY 511. Physical Optics. 3 credits.
Mathematical representation of waves; interference, diffraction and polarization; coherence and incoherence; lasers; Fourier analysis and synthesis. P. PHY 214 or PHY 222 or PHY 202.

PHY 512. Optics Laboratory. 1 credit.
Experiments in geometrical and physical optics: interferometry; lasers and holography; analytical methods based on optical principles. 3L. CO: PHY 511.

PHY 521. Electronics For Scientists. 3 credits. FA, OD
Basic course in electronics. Laboratory experiments include an introduction to measuring instruments, solid state components, and digital and logic circuits. Lecture closely follows the experiments. 1R, 5L. P. PHY 214 or PHY 222 or PHY 202.

PHY 522. Electric Circuits. 3 credits. FA, OD
Kirchhoff's Laws. Solutions to homogeneous and non-homogeneous linear systems in electronics. AC and DC circuit response. Computer-assisted modeling of circuits. P. IC.

PHY 531. Quantum Mechanics. 3 credits. FA
Development of the formalism of non-relativistic quantum mechanics; applications to the harmonic oscillator, the hydrogen atom, square-well potential, and scattering. P. PHY 301 and PHY 471.

PHY 541. Thermodynamics And Statistical Mechanics. 3 credits. FA
Laws of thermodynamics, thermodynamic variables, thermodynamic potentials; kinetic theory, distribution functions, classical and quantum statistics. P. PHY 214 or CHM 331 or PHY 222 or PHY 202; and MTH 246.

PHY 551. Mathematical Physics. 3 credits. FA
Mathematical methods for the representation of physical processes in space and time. Fourier and other complete representations; vector calculus; tensors and matrices. Selection and emphasis on topics keyed to needs of students enrolled. P. PHY 212 or PHY 222; MTH 347.

PHY 553. Computational Physics. 3 credits. OD
The course offers an introduction to scientific computing techniques for physics students. The course will offer training in computational software and programming language to model complex systems and/or to analyze data. Examples are drawn from a variety of subfields of physics. P. PHY 214 or PHY 222 or DC.

PHY 559. Gravitation and Cosmology. 3 credits. OD
An introduction to standard big bang cosmology utilizing Einstein's general theory of relativity. Topics in relativity will include tensor analysis, Reimannian geometry, and the Einstein equation. Topics in cosmology will include the Friedman-Robertson-Walker metric, the age of the universe, dark matter and dark energy, and early universe thermodynamics. P. PHY 301.

PHY 561. Nuclear Physics. 3 credits. OD
Application of elementary quantum mechanical theory and relativity to the study of nuclear structure, radioactive decay, and nuclear models. P. PHY 531.

PHY 562. Nuclear Instruments And Methods. 2 credits. OD
Laboratory work in nuclear physics designed to teach the methods and procedures of experimental nuclear physics at an advanced level and to familiarize the student with modern research equipment and its use. 3L. P. PHY 302 or IC.

PHY 563. High Energy Nuclear Physics. 1 credit. OD
Students will read and discuss original journal articles related to the historical development of high energy physics. P. PHY 214 or PHY 222 or PHY 202; and MTH 246; or IC.

PHY 565. Radiation Biophysics. 3 credits.
A systematic study of the mechanisms by which ionizing radiation affect cells and biomolecules, pertaining to radiation therapy. Topics include: Physical mechanisms for radiation absorption, Kerma, dose, LET, track structure, water radiochemistry, mathematical survival models, DNA damage, repair mechanisms, RBE, OER, linear no-threshold model, bystander effects, and dose fractionation. P. Permission of instructor.

PHY 566. Physics of Medical Imaging I. 3 credits.
A systemic study of medical imaging including projection x-ray, mammography, fluoroscopy, and computed tomography. For each imaging modality, the mathematical foundation, physical mechanisms, technology involved in clinical implementation, technique strengths and limitations, quantification of image quality, and routine quality assurance procedures will be examined. P. Permission of instructor.

PHY 567. Physics of Medical Imaging II. 3 credits.
A systemic study of medical imaging including projection x-ray, mammography, fluoroscopy, and computed tomography. For each imaging modality, the mathematical foundation, physical mechanisms, technology involved in clinical implementation, technique strengths and limitations, quantification of image quality, and routine quality assurance procedures will be examined. P. PHY 566.

PHY 571. Condensed Matter Physics. 3 credits. OD
An introduction to the structure and dynamics of solids and liquids including solid state physics. Topics include the structure of crystalline, amorphous and self-similar (fractal) matter as conveyed by scattering techniques, the vibrational properties of crystals, the dynamics of liquids, electron dynamics in crystals (including band theory), response functions, percolation theory, and phase transitions (with an emphasis on critical phenomena, scaling and renormalization). P. PHY 301 or CHM 341 or IC.

PHY 572. Condensed Matter Laboratory. 1 credit. OD
Laboratory work designed to acquaint the student with spectroscopy techniques used in condensed matter and material science, including: static and dynamic light scattering, Raman spectroscopy, X-ray diffraction, scanning tunneling microscopy, and dielectric spectroscopy. 3L. CO: PHY 571 or IC.

PHY 581. Advanced Laboratory I. 1 credit. FA
Advanced laboratory work in physics designed to teach the methods of experimental research in physics. Students will work in collaborative teams on two open-ended experiments, each lasting six weeks, drawn from any physics subfield. Students will also develop a research proposal to be executed in PHY 582, Advanced Laboratory II. P. PHY 302, 303, and 332.

PHY 582. Advanced Laboratory II. 1 credit. SP
Advanced laboratory designed to teach the methods of experimental research in physics. Students will work in collaborative teams to complete a project of their own design, including literature review, design and execution of the experiment, data analysis (including statistical testing) and a written report. Students will participate in mock peer-review. P. Phy 581.

PHY 587. Laser Physics. 3 credits. OD
A thorough review of the essential optical and physical principles needed for understanding laser characteristics, operation and design. Topics include the principle of detailed balance, absorption, stimulated emission, gain, obtaining population inversions, pumping requirements, laser cavity modes, Gaussian beams, laser resonators, Q-switching, mode-locking, and an overview of specific laser systems including gas-tube and solid-state lasers. P. PHY 331 or IC.

PHY 591. Seminar in Engineering. 1-3 credits. OD (Same as ERG 591)
This course will prepare students particularly interested in careers in energy technology, engineering, or related disciplines, to gain internship and employment opportunities. Students will be exposed to diverse disciplines and fields in these areas via guest speakers and personal research which all will continue the development of written and oral communication skills as well as further the development of the students' ethical awareness in their careers. P. Contemporary Composition; Oral Communication; Ethics.

PHY 595. Special Topics. 1-3 credits. OD
A course treating physics topics of special interest. The course will be subtitled in the Schedule of Classes and may be repeated under different subtitles. P. IC.

PHY 611. Classical Mechanics. 3 credits. FA
Variational principles, Lagrange's equations, two-body central force motion, rigid-body motion, transformations, small oscillations.

PHY 621. Electromagnetic Theory. 3 credits. FA
Electromagnetic fields, application of Maxwell's equations to electromagnetic waves and their interaction with matter.

PHY 631. Quantum Mechanics I. 3 credits. SP
Development of the formalism of quantum mechanics with applications to simple systems.

PHY 632. Quantum Mechanics II. 3 credits. OD
Applications of quantum mechanics to current fields of interest. P. PHY 631.

PHY 641. Statistical Mechanics. 3 credits. SP
Review of thermodynamics, classical and quantum statistical theory, applications to current fields of interest.

PHY 652. Advanced Mechanical Methods. 0 credits. OD
Small oscillations, transformations, special functions, boundary value problems. P. MTH 347.

PHY 661. Physics of Radiation Therapy. 3 credits.
A systemic study of the use of radiation in the treatment of cancer. Topics include clinical radiation generators, interactions of ionizing radiation with matter, measurement techniques for dosimetry, gamma, electron and ion beams, beam quality, dose distribution, mathematical/computational dose estimation, treatment planning, field shaping, IMRT, brachytherapy, HDR therapy, SSRS, SBRT. P. PHY 301, BIO 202; Graduate standing.

PHY 662. Radiation Dosimetry and Protection. 3 credits.
A survey of personal and environmental dosimetry and monitoring with an emphasis on ionizing radiation. Topics include photon and neutron beams, particle interactions, stopping power, range absorbed dose, charged particle equilibrium, measurement techniques, cavity theory, ionization chambers, thermoluminescence, photographic, chemical, and calorimetric dosimetry, pulse-mode-detectors, scintillation materials, semiconductor dosimeters, biophysical models. P. PHY 301, BIO 202; Graduate standing.

PHY 785. Clinical Practice of Teaching Science. 3-7 credits. OD
Practical experience in the conduct of classroom teaching and related activities in science. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor in a local school in grades 7-12. Application to the Director of Field Experiences in the Education Department for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. Secondary Education P. EDU 525, EDU 548, EDU 551, EDU 575; CO: EDU 593.

PHY 790. Research Methods. 2 credits. OD
Introduction to current research in Physics.

PHY 791. Graduate Seminar. 1-3 credits. FA, SP
Oral presentation and critical discussion of subjects in physics or related fields by invited speakers, faculty, and students.

PHY 792. Medical Physics Seminar. 1 credit.
A series of lectures and discussion led by program faculty students and guest speakers. Topics will include the latest research in medical physics and allied disciplines, debates on topics of social relevance, and professional development. Students will be responsible for presenting a seminar focusing on a subject that is relevant to their master's research or on a subject stimulated by their clinical rotation. P. Instructor Consent; Graduate standing.

PHY 793. Directed Independent Readings. 1-3 credits. FA, SP, SU
Advanced instruction in areas of special interest to the faculty, such as the following: atomic physics, nuclear physics, particle physics, solid state physics, surface physics, statistical mechanics, foundations of physics; biophysics. P. IC.

PHY 795. Directed Independent Study. 1-3 credits. FA, SP, SU
Advanced study in a specific area of interest to the faculty. P. IC.

PHY 797. Directed Independent Research. 0-3 credits. FA, SP, SU
An independent research project under the guidance of a member of the faculty. Weekly conferences. Written report of work required at the end of each semester. P. IC.

PHY 798. Medical Physics Clinical Rotation. 3 credits.
Clinical rotations within area hospitals under the direction of a mentoring medical physicist. Students will observe Treatment planning; Treatment delivery; Quality assurance; Routine diagnostic procedures as well as special procedures (SRS, SBRT, HDR, etc.). Students will also shadow radiologists involved in various areas of diagnostic and interventional radiology including rad/fluoroscopy, mammography, MRI, CT, ultrasound and nuclear medicine. P. Instructor Consent; Graduate standing.

PHY 799. Master's Thesis. 1-6 credits. FA, SP, SU
Research in connection with the preparation of the Master's thesis. Students must register for this course in any term when engaged in formal preparation of the master's thesis; however, six credit hours are the maximum applicable toward the degree. P. DC.

Medical Physics - M.S.

The M.S. in Medical Physics program will provide training for individuals interested in pursuing a career in Medical Physics. The 43 hour Master's program will provide didactic training in the fundamentals of medical and health physics, radiobiology, radiological physics and radiation dosimetry, nuclear medicine, medical imaging, as well as research (Thesis required) and clinical experience (clinical rotations in local hospitals) to provide the experience needed by practicing medical physicists.

M.S., Medical Physics Degree requirements (43 credits)

Code	Title	Credits
PHY 565	Radiation Biophysics	3
PHY 566	Physics of Medical Imaging I	3
PHY 567	Physics of Medical Imaging II	3
PHY 531	Quantum Mechanics	3
PHY 551	Mathematical Physics	3
or PHY 553	Computational Physics	
PHY 561	Nuclear Physics	3
PHY 562	Nuclear Instruments And Methods	2

PHY 661	Physics of Radiation Therapy	3
PHY 662	Radiation Dosimetry and Protection	3
PHY 792	Medical Physics Seminar (take twice)	2
PHY 797	Directed Independent Research	0-3
PHY 797	Directed Independent Research	0-3
PHY 798	Medical Physics Clinical Rotation	3
PHY 799	Master's Thesis (or PHY 500-level or above)	6
Total Credits		37-43

[1] If a student does not wish to complete a Master's Thesis, they can choose to take 6 credits of Graduate Physics Elective Courses (PHY 500-, 600-, 700-level) at the discretion of the graduate program director.

B.S., Biomedical Physics/M.S., Medical Physics Accelerated Program

Accelerated Master's Program (AMP): Bachelor of Science (B.S.), in Biomedical Physics / Master of Science (M.S.), in Medical Physics

The accelerated M.S. in Medical Physics degree program for students in the B.S. in Biomedical Physics program will allow students to begin earning credits toward the M.S. degree during their final semesters in the B.S. degree program.

Degree Requirements

1. B.S., Biomedical Physics requirements (http://catalog.creighton.edu/undergraduate/arts-sciences/physics/biomedical-physics-bs)
2. Plan of Study below during the final semesters of the B.S. degree
3. Remaining M.S., Medical Physics requirements (p. 173)

Senior		
Fall		**Credits**
PHY 562	Nuclear Instruments And Methods	2
	Term Credits	2
Spring		
PHY 553	Computational Physics	3
PHY 792	Medical Physics Seminar	1
	Term Credits	4
	Total Credits:	6

Public Health

Interim Program Director: Cindy Costanzo, Ph.D., RN, CNL
Program Office: Center for Health Policy and Ethics, Rm. 105

Graduate Study in Public Health

Promote Positive Change

Bring positive change to communities with Creighton University's online Master of Public Health (MPH). Aligned with Creighton's Catholic, Jesuit values of social justice and service to others, the online MPH degree program provides you the skills and strategies to create health programs for at-risk populations as well as those who do not have access to adequate healthcare. From rural to urban communities, Creighton's online MPH degree prepares students to become leaders in a wide variety of health-related fields

Program Goals

Turn Your Passion into Progress.

Creighton's online MPH degree program gives you the very latest tools and techniques to leave a lasting impact in the public health sector. If you have a passion for helping others and an interest in public health issues, this advanced healthcare degree will help you turn your passions and interests into a rewarding career.

The robust online Master of Public Health degree curriculum provides instruction on how to:

1. Identify the totality of health problems and needs of defined populations.
2. Evaluate mechanisms by which the health needs of defined populations can be met.
3. Demonstrate competency to carry out broad public health functions in local, state, national and international settings.
4. Plan, implement, and evaluate programs to address identified public health needs in cooperation with community members.
5. Assure conditions that protect and promote the health of populations.
6. Synthesize and publicly communicate findings from research, practical experience, and critical self-reflection on a selected topic of public health concern.

Admission Requirements

- **Baccalaureate degree or higher:** Applicants for the Master of Public Health must have a baccalaureate or higher degree. Applicants who do not hold a post-baccalaureate degree must have an undergraduate GPA of at least 3.0 in the last 60 hours of undergraduate study.
- **Application and application fee of $50**.
- **Curriculum vitae:** Applicants should include relevant education, employment history, certifications and licensures, teaching and research experience, publications, presentations, awards, honors, affiliates, professional associations, experience and background in health, public health or health care.
- **Essay:** In two pages or less, applicants should respond to the following questions:
    1. Describe how your personal qualities, accomplishments, academic background and professional experience will contribute to your success in the Creighton MPH program.
    2. Explain how successful completion of this program will assist you in achieving your professional goals.
- **Recommendation forms:** Applicants are required to provide three recommendation forms, to be completed and submitted by persons other than family members who are capable of assessing their performance in an academic or work setting.
- **Transcripts:** Applicants must submit official transcripts from all colleges and universities they previously attended. Issuing institutions must send the transcripts directly.
- **Test of English as a Foreign Language (TOEFL):** All international applicants from countries in which English is not the primary language must demonstrate proficiency in the English language by

submitting a minimum TOEFL score of 100 iBT (213 CBT/550 PBT). International applicants who received their baccalaureate or higher degree from an accredited institution in the U.S., United Kingdom, Ireland, Canada, Australia, New Zealand or Africa (English-speaking only) are not required to submit a TOEFL score report.

General Requirements

The Master of Public Health is a 44 credit-hour program that is offered fully online (no residency requirement) and includes 22 credit hours of core courses, 15 credit hours in your chosen concentration, 4 credit hours of practicum experience and 3 credit hours for a capstone research project. Students choose one of two possible areas of concentration: Health Policy and Ethics (HPE) or Healthcare Management (HM). Since the program targets working professionals, all courses are offered as eight-week modules and most students will be enrolled part-time, usually taking only one course per eight-week term. Students who take one course each term will complete the program in about two-and-a-half years. Students who successfully complete core and concentration courses in the MPH program will then begin their practicum experience. This experience consists of three courses culminating in a Capstone course with a final paper. Students will identify a practicum site/agency within their own communities, and will work with a preceptor to develop a master's level project designed to demonstrate mastery of competencies learned in the program.

MPH Degree Requirements (44 credits):

Code	Title	Credits
Core Courses		
IPE 500	Introduction to Collaborative Care	0
IPE 001	Interprofessional Education Passport	0
GRD 601	Writing for Graduate Students	1
MPH 601	Organization and Management of Public Health Services	3
MPH 604	Social and Behavioral Aspects of Public Health	3
MPH 605	Epidemiology	3
MPH 606	Environmental Health	3
MPH 607	Biostatistics	3
MPH 609	Introduction to Community-Based Participatory Research	3
MHE 622	Public Health Ethics	3
or MHE 603	Law and Health Care Ethics	
Practicum Experience		
MPH 610	Pre-Practice Preparation	1
MPH 611	Practice Experience	3
Capstone		
MPH 612	Capstone	3
Select one of the following concentrations:		15
Health Policy and Ethics Concentration		
MHE 600	Scholarly Reading and Writing	
MHE 601	Health Policy	
MHE 602	Research Ethics	
MHE 603	Law and Health Care Ethics	
MHE 604	Social and Cultural Contexts of Health Care	
Healthcare Management Concentration		
MHM 601	Human Resources for Healthcare Managers	
MPH 608	Health Communication and Informatics	
MPH 633	Health Economics and Finance	
MPH 634	Health Planning and Marketing	
MPH 635	Public Health Leadership	
Total Credits		44

Courses

MPH 601. Organization and Management of Public Health Services. 3 credits.
This course examines the organization, delivery, and financing of health care services from a managerial and policy perspective. Specific focus will be given to the role, responsibilities, and functions of public health services; the integral relationship of public health within the larger health system; and management principles and practices applicable to public health organizations.

MPH 604. Social and Behavioral Aspects of Public Health. 3 credits.
This course is an exploration of concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. This course will focus on the basic set of competencies that is central to the field, including identifying theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.

MPH 605. Epidemiology. 3 credits.
This course offers a foundation for the study of the distribution, history, and determinants of disease and disability in human populations. In addition to examining the biological basis of health, the course will explore social epidemiology and the interrelationship between the social and biological determinants of health.

MPH 606. Environmental Health. 3 credits.
This course examines the environmental factors that impact population health. This course focuses on the biological, physical and chemical agents affecting human health. Additional topic areas that will be explored include the regulatory framework for environmental health, workplace health, and contemporary issues in environmental justice.

MPH 607. Biostatistics. 3 credits.
This course focuses on descriptive and inferential statistical concepts, methods, and the applications of statistical methods in the analysis and assessment of population health.

MPH 608. Health Communication and Informatics. 3 credits.
This course provides a foundation for understanding the concepts and best practices in health communication and for developing skills in building effective communication campaigns with multiple and culturally diverse audiences. Recognizing the importance of informatics in health communication, this course will also address skills in the use of information technology for the retrieval, management and dissemination of information that promotes population health.

MPH 609. Introduction to Community-Based Participatory Research. 3 credits.
This course provides an introduction to Community-based Participatory Research (CBPR). This course is NOT a methodology course; CBPR is an approach to conducting research that can be used with many research designs and methodologies. It is intended to provide students a grounding in the goals and application of CBPR; the theoretical background that informs CBPR; an introduction to theories of race, ethnicity, power, difference, gender and sexuality; the formation and maintenance of community partnerships; the use of CBPR to promote health equity and social justice; and the introduction of CBPR techniques to institutional review boards and funders.

MPH 610. Pre-Practice Preparation. 1 credit.
Opportunity to establish site, preceptor and focus of the practice experience. Complete site requirements and learning contract prior to beginning MPH 611. P. MPH 601, MPH 602, MPH 604, MPH 605, MPH 606, MPH 607, MPH 608, MPH 609.

MPH 611. Practice Experience. 3 credits.
Opportunity to apply the knowledge and skills acquired through core courses and elective/area of concentration under the supervision of a qualified preceptor who is a public health professional. P. MPH 601, MPH 602, MPH 604, MPH 605, MPH 606, MPH 607, MPH 608, MPH 609, MPH 610, and 9 credit hours of MPH electives.

MPH 612. Capstone. 3 credits.
In this final required course of the degree program, students are expected to integrate insights gained and competencies acquired throughout the program. Applying methods of scholarly inquiry and composition, students will synthesize insights and findings from their practice experience in a publishable-quality article or commentary and will present the findings to fellow students and faculty. P. MPH 601, MPH 602, MPH 604, MPH 605, MPH 606, MPH 607, MPH 608, MPH 609, MPH 610, MPH 611, and 9 credit hours of MPH electives.

MPH 615. Ethical Issues in Population Health: A Global Perspective. 3 credits.
This course provides students with a foundational understanding of the ethical issues related to public health as a discipline and to its practice. The course will emphasize the global dimension of these issues along with their national and local repercussions. While students will explore the theoretical issues with the discipline itself (in regards to the ethical framework best fits population health enterprise), there will also be a more in -depth study of concrete cases that will highlight the multiple and global dimensions of health and healthcare. Global public health ethical issues will be explored within the context of the social and systemic factors that affect population health across the globe. Concrete cases that will be explored may include (but will not be restricted to): globesity, pandemics and vaccination, disasters and humanitarian aid, conflict of interest in screening and medical guidelines, medical research agenda and global justice, and healthcare professionals' education and migration.

MPH 633. Health Economics and Finance. 3 credits.
The course examines fundamental theories in health economics and health care finance and the application of these theories in public health administration. The course emphasizes and understanding of economic issues within the larger social and political context in which public health operates. Economic and finance theories and practices pertinent to the public health sector as well as concepts and practices in financial management that support the successful leadership and administration of public health organizations will be explored in this course.

MPH 634. Health Planning and Marketing. 3 credits.
This course focuses on the understanding and application of health planning and health care marketing models and practices. The course encompasses a range of health planning and marketing models, methods and applications including health systems planning, strategic planning and marketing, program planning and social marketing for public health services. Recognizing the integral role of program evaluation in the planning process, this course will also review best practices for the integration of program evaluation as a component of the overall plan.

MPH 635. Public Health Leadership. 3 credits.
The purpose of this course is to explore leadership theories, identify leadership challenges, and analyze best practices in public health leadership. Emphasis is given to reflection and self-development of decision-making and leadership styles in assuming leadership roles within public health organizations.

MPH 795. Selected Topics MPH Pre-Practicum. 1-3 credits.
Students will complete the necessary pre-practicum requirements for their practicum placement in MPH 611. To achieve a successful practicum placement, MPH 795 Selected Topic Pre-Practicum requires the student to work in collaboration with their practicum course director and practicum course instructor. P. MPH 610.

B.S.(HAP)/MPH Accelerated program

Accelerated Master's Program (AMP):

Bachelor of Science (B.S.) in Health Administration & Policy and Master of Public Health - Healthcare Management concentration (MPH).

The accelerated MPH degree for students in the B.S.-HAP program will allow them to begin earning credit towards the MPH degree with Healthcare Management concentration during their final semesters.

Degree Requirements

1. B.S. in Health Administration & Policy program requirements (http://catalog.creighton.edu/undergraduate/arts-sciences/css/health-adminstration)
2. Follow the Plan of Study below during the final semesters of the B.S. program while also finishing that degree.
3. Complete the degree plan for the MPH degree with a concentration in Healthcare Management (p. 175).

Fourth Year		
Fall		**Credits**
MPH 601	Organization and Management of Public Health Services	3
MHE 603	Law and Health Care Ethics	3
	Term Credits	6
Spring		
MPH 608	Health Communication and Informatics	3
MPH 633	Health Economics and Finance	3
	Term Credits	6
	Total Credits:	12

B.S. (ILS) / MPH Accelerated Program

Accelerated Master's Program (AMP):

Bachelor of Science (B.S.) in Leadership / Master of Public Health (MPH)

The accelerated MPH degree program (concentration in either Health Care Ethics or Health Care Management) for students in the B.S. in

Leadership program will allow students to begin earning credit toward the MPH degree during their final semesters in the B.S. degree program.

Degree Requirements

1. Begin the B.S., Leadership degree requirements (http://catalog.creighton.edu/undergraduate/professional-studies/leadership-bs)
2. Follow the plan of study below for the terms listed to begin earning credits toward the MPH while completing the B.S.
3. Complete the degree requirements for the Master of Public Health degree. (p. 175)

MPH, Health Care Ethics concentration

Senior		
Fall		**Credits**
MHE 600	Scholarly Reading and Writing	3
MHE 602	Research Ethics	3
	Term Credits	6
Spring		
MHE 603	Law and Health Care Ethics	3
MHE 604	Social and Cultural Contexts of Health Care	3
	Term Credits	6
	Total Credits:	12

MPH, Health Care Management concentration

Senior		
Fall		**Credits**
MPH 601	Organization and Management of Public Health Services	3
MPH 634	Health Planning and Marketing	3
	Term Credits	6
Spring		
MHE 603	Law and Health Care Ethics	3
MHM 601	Human Resources for Healthcare Managers	3
	Term Credits	6
	Total Credits:	12

BA-HLM/MPH Accelerated Program

Accelerated Master's Program (AMP): Bachelor of Arts (BA) in Healthy Lifestyle Management/ Master of Public Health (MPH)

The accelerated MPH degree program (concentration in either Health Care Ethics or Health Care Management) for students in the BA in Healthy Lifestyle Management program will allow students to begin earning credit toward the MPH degree during their final semesters in the BA degree program.

Degree Requirements

1. Begin the BA-HLM degree requirements (http://catalog.creighton.edu/undergraduate/arts-sciences/healthy-lifestyle-management/healthy-lifestyle-management-ba)
2. Follow the plan of study below for the terms listed to begin earning credits toward the MPH while completing the BA.
3. Complete the degree requirements for the Master of Public Health degree (p. 175).

MPH, Health Care Ethics Concentration

Senior		
Fall		**Credits**
MHE 600	Scholarly Reading and Writing	3
MHE 601	Health Policy	3
	Term Credits	6
Spring		
MHE 602	Research Ethics	3
MHE 604	Social and Cultural Contexts of Health Care	3
	Term Credits	6
	Total Credits:	12

MPH, Health Care Management concentration

Senior		
Fall		**Credits**
GRD 601	Writing for Graduate Students	1
MPH 601	Organization and Management of Public Health Services	3
	Term Credits	4
Spring		
MPH 633	Health Economics and Finance	3
MPH 634	Health Planning and Marketing	3
	Term Credits	6
	Total Credits:	10

Rehabilitation-(MS)

Program Director: Angela Patterson, OTD, OTR/L

Graduate Study in Rehabilitation

The Master of Science in Rehabilitation with a focus in occupational therapy degree will provide foreign trained rehabilitation professionals an advanced degree in clinical and translational rehabilitation science. The program will help prepare and advance foreign trained rehabilitation professionals' clinical and academic skills and knowledge to become effective leaders in their respective organizations. The clinical focus of the Master of Science in Rehabilitation is on the occupational therapy role in musculoskeletal, neurological, and psychosocial disorders across the lifespan. The academic focus of the degree is to prepare and facilitate the development of the rehabilitation clinical scholar in academic

and healthcare environments to assume leadership roles as faculty, managers, and clinical experts.

Program Goals

1. Expand and refine foreign trained and baccalaureate prepared rehabilitation professionals' clinical skills and healthcare knowledge.
2. Enhance foreign trained and baccalaureate prepared rehabilitation professionals' knowledge and skills in designing, implementing, and evaluating clinical interventions, program development, and service delivery across the lifespan.
3. Prepare foreign trained and baccalaureate prepared rehabilitation professionals to assume roles as clinical scholars, to be critical research consumers, and collaborative research conductors.
4. Advance knowledge and skills of foreign trained and baccalaureate prepared rehabilitation professionals' in client centered and evidence based interprofessional and ethical practice.
5. Facilitate foreign trained and baccalaureate prepared rehabilitation professionals' understanding of the role of the occupational therapist in global healthcare systems, institutions, and public agencies.
6. Prepare foreign trained and baccalaureate prepared rehabilitation professionals to assume educational roles as leaders in the academic, clinical, and community settings.
7. Develop and demonstrate foreign trained and baccalaureate prepared rehabilitation professionals' understanding of leadership theory and application to assume leadership roles nationally and internationally.

Admissions Requirements

Preferred candidates for the Master of Science in Rehabilitation will be graduates of a foreign (non-U.S.) rehabilitation program with a bachelor's degree in occupational therapy, physical therapy or a rehabilitation-related field.

1. **Completed application** and non-refundable **$50 application fee**
2. **Two letters of recommendation** (please use the electronic recommendation process with the online application). The recommendations should be completed and submitted by persons other than family members who are qualified to assess your performance in an academic or work setting.
3. **Personal Statement** (minimum two pages; no longer than four pages): Based on your CV/Resume and your other application materials, we should have a good picture of where you have been and what you have done, with a focus on the goals you have set for yourself, and why this program is a good fit for you.
4. **Resume**
5. **Bachelor's degree and transcripts in English** for all bachelor's and post-bachelor's coursework, sent directly from the issuing school and containing the institution's official stamp.
6. **Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Duolingo:** All international applicants from countries in which English is not the primary language must demonstrate proficiency in English language by submitting a minimum TOEFL score of 80 iBT, IELTS score of 6.0 or Duolingo score of 61.

Degree Requirements (39 credits):

First Year		
Semester 1		**Credits**
MSR 500	English for MSR Students	3
MSR 503	Introduction to OT	3
MSR 603	Physical Rehabilitation I	3
MSR 613	Rehabilitation with Older Adults	3
	Term Credits	12
Semester 2		
MSR 553	Research	3
MSR 623	Physical Rehabilitation II	3
MSR 533	Mental Health	3
	Term Credits	9
Second Year		
Semester 1		
MSR 513	Healthcare Advocacy and Leadership	3
MSR 643	UE Orthopedics	3
MSR 633	Rehabilitation with Children and Youth	3
	Term Credits	9
Semester 2		
MSR 543	Instructional Methods	2
MSR 653	Research Project	1
MSR 663	Experiential Education MSR	6
	Term Credits	9
	Total Credits:	39

Courses

MSR 500. English for MSR Students. 3 credits.
The purpose of this course is to prepare students in the MS Rehabilitation Program with the English language strategies and skills as well as the cultural understanding that they will need to be successful in all facets of their MSR program. Co: MSR 503, 603, 613.

MSR 503. Introduction to OT. 3 credits.
This course will introduce students to occupation as a fundamental concept of the profession of occupational therapy. Students will gain an understanding of the history, philosophical and ethical base of the profession, the domain of practice, and practice trends. The role of the American Occupational Therapy Association (AOTA), World Federation of Occupational Therapists (WFOT), World Health Organization (WHO), and other relevant organizations will be explored and official documents reviewed. Students will be introduced to practice models of occupation and disability theory. The course will also review the meaning and dynamics of occupation and activity, including the interaction of areas of occupational performance skills, performance patterns, activity demands, context(s) and environments, and client factors. Co: MSR 603, MSR 613.

MSR 513. Healthcare Advocacy and Leadership. 3 credits.
This course will cover topics on professional behavior, communication, ethics, and policy. This course will increase students' proficiency with written and oral communication in English. Students will be required to engage with faculty, classmates, health providers, and the public using both written and oral English communication in a professionally accepted manner. This course involves the study of disability and healthcare policies and their effect on occupational therapy practice. Students will critically examine governmental and regulatory systems: professional societies; historical economic, political, and professional forces; and cultural and social values that influence the development of healthcare policy and contemporary practice. Leadership strategies and theories and their impact on healthcare and policy will be introduced along with business strategies to promote, develop, and expand services related to occupational therapy philosophy and practice. P. MSR 623, MSR 553, MSR 633; CO: MSR 643, MSR 533.

MSR 533. Mental Health. 3 credits.
This course examines occupational therapy in mental health practice, as well as the influence of psychosocial factors on occupational performance. Theory-driven practice is valued with the introduction of selected psychosocial frames of reference and/or conceptual models of mental health practice to guide the evaluation process, the selection of assessment tools, and the design of therapeutic interventions. Use of self as a therapeutic agent and group process skills will be emphasized. P. MSR 623, MSR 553, MSR 633; CO: MSR 643, MSR 513.

MSR 543. Instructional Methods. 2 credits.
Philosophical foundations of knowledge and learning and their relationship with occupational therapy theoretical principles are examined. Major approaches to teaching are discussed and implications for occupational therapy practice are sought. Close attention is paid to the educative role occupational therapists may play in a variety of settings including clinics, hospitals, community agencies, and colleges and universities. Other major content areas of this course include instructional design, methods, skills, and media; evaluation; and education and supervision of students during experiential activities. P. MSR 503, 603, 513, 613, 623, 633, 533, 553, 643. CO: MSR 663, MSR 653.

MSR 553. Research. 3 credits.
Students will participate in scholarly activities which evaluate professional practice and demonstrate the basic skills needed to write a scholarly report in a format for presentation or publication, This course will examine evidence-based practice, explore the relationship among theory, research and practice, and gain an understanding of the research process including basic descriptive, correlational, and inferential quantitative statistics and code and demonstrate the ability to critically analyze qualitative and quantitative data. Through student-driven learning activities, the student will participate in scholarly activities that evaluate professional practice and articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. P. MSR 503, 603, 613; Co: MSR 623, 633.

MSR 603. Physical Rehabilitation I. 3 credits.
This course incorporates the occupational therapy process and centers on the theoretical foundations of and intervention for clients with neurologic conditions. Students will interpret evaluation results to design client-centered and evidence-based intervention plans that promote occupational engagement. Assistive technologies commonly used in physical rehabilitation practice settings will be explored. This course will allow students to build upon knowledge of documentation and reimbursement from previous coursework. Co: MSR 503, MSR 613.

MSR 613. Rehabilitation with Older Adults. 3 credits.
This course focuses on the unique characteristics and needs of older adults including the role of occupation in the promotion of health and the prevention of disease and disability within the context of aging in place. Contemporary practice issues related to productive aging will be emphasized including the importance of balancing areas of occupation to achieve health and wellness for the older adult. Students will examine various service delivery models and resources to support older adults and their caregivers. Evaluation and intervention to promote safety and occupational engagement in the context and environment will be applied. Theories of aging, changes in body structures and functions associated with aging, and end-of-life issues will also be addressed. Students will examine current policies affecting geriatric practice and payment. Co: MSR 503, MSR 603.

MSR 623. Physical Rehabilitation II. 3 credits.
This course incorporates the occupational therapy process and centers on the theoretical foundations and intervention of clients with orthopedic, cardiac pulmonary, and other health conditions. Students will formulate intervention plans that will include a final synthesis of how assistive technologies are used to enhance occupational performance. Students will be introduced to advanced practice areas and build upon knowledge of documentation. P. MSR 503, MSR 603, MSR 613; Co: MSR 553, MSR 633.

MSR 633. Rehabilitation with Children and Youth. 3 credits.
This course focuses on applying theories and frames of reference with children and youth. Students will explore family and community interactions, interprofessional collaboration, and the assistive technology process. A variety of practice settings and service delivery models will be examined, and students will develop strategies for implementing assessments and interventions. P. MSR 503, 603 613; Co: MSR 623, 553.

MSR 643. UE Orthopedics. 3 credits.
This course focuses on the occupational therapy process for persons with upper extremity conditions across the lifespan. Students will apply clinical reasoning in selecting and implementing assessments and interventions and demonstrate the safe and effective application of the continuum of physical agent modalities including superficial and deep thermal, mechanical, and electrotherapeutic modalities preparatory to engagement in occupation. Students will gain knowledge and skills in the design, fabrication, application, fit, and training in orthotic devices used to enhance function and performance. P. MSR 623, MSR 553, MSR 633; CO: MSR 533, MSR 513.

MSR 653. Research Project. 1 credit.
This is the continuation of MSR 553 Research Proposal. This two-course series is to develop research skills for the occupational therapy practitioner. The focus of the course is to implement the research proposal developed in the previous semester. Students will gain knowledge and skills through implementing their research study and disseminating research findings. A scholarly research manuscript is expected at the end of the course. Students are expected to critically analyze and solve problems encountered during this last stage of their project. The process will be closely monitored by the instructor of record. P. MSR 503, 603, 613, 513, 623, 633, 533, 553, 643; CO: MSR 543, 663.

MSR 663. Experiential Education MSR. 6 credits.
Students will apply their understanding of occupation, professional practice, professional identity, leadership, and Ignatian values during a 6-week full-time fieldwork placement. Students will develop advanced competencies at their rehabilitation site by the conclusion of this experience. P. MSR 503, 603, 613, 613, 623, 533, 553, 643; CO: MSR 543, 653.

School Counseling and Preventive Mental Health

Program Co-Directors: C. Timothy (Tim) Dickel and Jeffrey Smith

Graduate Study in Counseling

This program is organized on the assumption that an effective counselor must be a personally adequate person who has a cognitive understanding of humankind and counseling theory. In addition to intellectual understanding, the counselor must continually develop proficiencies and competence in specific skills germane to the helping relationship. It is important for the student beginning this program to understand that he or she is expected to further his or her maturity in all three areas — personal growth, cognitive understanding, and technical competence.

Programs are designed to meet the needs, on the Master's level, of those interested in school counseling roles. These programs are designed to develop the competencies demanded of an individual embarking on a career in this area. Such individuals are usually employed by school systems. To be employed in a school system in Nebraska, a counselor must be certified by a State Department of Education. In many states, counselor certification demands a teaching certificate and teaching experience. It should also be noted that potential employers frequently impose additional requirements above those needed for certification, e.g., teaching experience within that system.

Program Goals

The School Counseling and Preventive Mental Health Program is approved by the Nebraska Department of Education (NDE) and accredited by the Higher Learning Commission (HLC). The program is modeled after the American School Counseling Association (ASCA) national model and aligns with the NDE's endorsement for school counseling. The program goals encompass the following categories:

• Professional Orientation
• Foundation Knowledge and Ethics
• Delivery Systems and Services
• Management Systems
• Professional Accountability and Research
• Oneself and others as spiritual beings and integrates Ignatian charisms into practice.

Admission Requirements

- Completed application and application fee
- Official transcripts from all colleges/universities attended
- Three letters of recommendation
- 3.00 GPA (minimum undergraduate)
- One-page resume
- Writing sample: Personal statement on "Why I want to be a counselor"
- Notarized Convictions Statement and Mental Health capacity forms.
- Successful background check
- TOEFL scores for students from countries in which English is not the native language

The Nebraska Department of Education (NDE) oversees each teacher education institution in the state. The NDE requires individuals seeking a school counselor certification without a teaching certificate to complete an additional 12 credits of teacher preparation courses. In the absence of a teaching certificate, a student in Creighton's school counseling program must complete COU 617, COU 618, COU 619 and COU 620.

Internship commences with the student completing all coursework and culminates with the student practicing in real-world counseling settings. A student may not enroll in internship until the core requirements including a practicum have been completed. The student who does not plan his or her course work to accomplish this will need to return during another semester or summer session to complete the degree requirements. Occasionally, a student may have completed a core course on another campus before transferring to Creighton. Even though the credit is accepted in the transfer, the competencies assigned to that course must be demonstrated prior to being permitted to enroll in internship. The internship requires 600 clock-hours on site at a school or agency during normal business hours with a minimum of 240 clock-hours identified as direct, face-to-face service. It is expected that the internship will extend over a two-semester period. The course requirements demand two or more semesters for students who cannot gain released time from their present employment.

The internship is taken only after all core courses are completed satisfactorily.

First Year		
First Semester (Summer)		**Credits**
GRD 600	Orientation to Creighton	0
COU 600	Professional Orientation to School Counseling	1
COU 601	Ethical Guidelines for School Counselors	1
COU 602	Introduction to the ASCA Model of School Counseling	1
COU 603	Action Research in School Counseling	3
	Term Credits	6
Second Semester (Fall)		
Fall I		
COU 604	Issues in Child and Adolescent Development for School Counselors	3
Fall II		
COU 605	Individual and Program Assessment in School Counseling	3
	Term Credits	6
Third Semester (Spring)		
Spring I		
COU 606	Theoretical Perspectives in School Counseling	1
COU 607	Data-Driven Perspectives in School Counseling	1
COU 608	Career Perspectives for Children and Adolescents	1

Spring II		
COU 609	Individual Planning and Counseling Techniques for School Counselors	3
	Term Credits	6
Second Year		
First Semester (Summer)		
COU 660	Group Counseling Approaches for Children and Adolescents - Group Dynamics	1
COU 661	Group Counseling Approaches for Children and Adolescents-Classroom Guidance	1
COU 662	Group Counseling Approaches for Children and Adolescents-Small Group Counseling	1
COU 663	Diagnosis and Mental Health Issues in Children and Adolescents	3
	Term Credits	6
Second Semester (Fall)		
Fall I		
COU 682 or COU 683	Internship In Elementary School Counseling or Advanced Internship in Elementary School Counseling	3
Fall II		
COU 664 or COU 665	Issues in Elementary School Counseling or Issues in Secondary School Counseling	3
	Term Credits	6
Third Semester (Spring)		
COU 684 or COU 685	Internship in Secondary School Counseling or Advanced Internship in Secondary School Counseling	3
COU 667	Social Justice and Diversity in School Counseling	3
	Term Credits	6
	Total Credits:	36

Degree in Counseling

- M.S., School Counseling and Preventive Mental Health (p. 183)

Courses

COU 600. Professional Orientation to School Counseling. 1 credit.
This course introduces the student to the profession of counseling and the comprehensive nature of the profession. The course is also designed to present how school counseling fits into the expansive profession of Mental Health Counseling. P. Admission to the Graduate Program or DC; CO: COU 601 and COU 602.

COU 601. Ethical Guidelines for School Counselors. 1 credit.
This class introduces students to the ethical guidelines outlined by the American School Counseling Association (ASCA). It discusses the guidelines, related to practical cases, and opportunities for developing an ethical decision making perspective. P. Admission to the Graduate Program or DC; CO: COU 600 and COU 602.

COU 602. Introduction to the ASCA Model of School Counseling. 1 credit.
The class introduces the student to the American School Counseling Association (ASCA) model for comprehensive, developmental programming for schools. Content includes description of the components of foundation, management, delivery, and accountability and how each is integrated to provide exemplary school counseling programs. P. Admission to the Graduate Program or DC; CO: COU 600 and COU 601.

COU 603. Action Research in School Counseling. 3 credits.
This class introduces the basic elements of Educational Research with a specific focus on Action Research in the school setting. Students will be introduced to the Institutional Review Board (IRB) and an ethic of working with Vulnerable Populations. Students will start conceptualizing a small scale study. P. COU 600, COU 601, and COU 602.

COU 604. Issues in Child and Adolescent Development for School Counselors. 3 credits.
This class is a consideration of child and adolescent development specifically for the school counselor. The course also focuses on preventive interventions that keep children and adolescents on the path to normal physical, cognitive, and social/emotional development. P. COU 603.

COU 605. Individual and Program Assessment in School Counseling. 3 credits.
This class will focus on the ethic of: selection, administration, score, interpretation, and communication of test results in the school counseling setting. Individual and program assessment will be covered. P. COU 604.

COU 606. Theoretical Perspectives in School Counseling. 1 credit.
A review of counseling and ecological theories to help school counselors better understand the dynamics of the children and families with whom they will work. P. COU 605; CO: COU 607 and COU 608.

COU 607. Data-Driven Perspectives in School Counseling. 1 credit.
An overview of data-driven, evidence-based counseling approaches for the school counselor. P. COU 605; CO: COU 606 and COU 608.

COU 608. Career Perspectives for Children and Adolescents. 1 credit.
A review of career development and career planning approaches for the school counselor. This class will focus on introducing students to the integration of personality and the world of work. Introducing career exploration and the use of assessments to discover career interests will be an additional focus. P. COU 605; CO: COU 606 and COU 607.

COU 609. Individual Planning and Counseling Techniques for School Counselors. 3 credits.
This class provides the student with the opportunity to demonstrate the specific skills and tools required within school counseling programs for individual planning and counseling. In addition, students will counsel and offer assistance to an individual student within the school setting. P. COU 606, COU 607, and COU 608.

COU 617. Practicum I. 3 credits.
This course is required of students who enter the program without a teaching certificate. This course requires a student to spend 100 hours in a school setting completing required tasks to acquaint the student with the culture of the school. P. COU 603; CO: COU 604.

COU 618. Practicum II. 3 credits.
This course is required of students who enter the program without a teaching certificate. This course requires a student to spend 100 hours in a school setting completing required tasks to acquaint the student with the culture of the school. P. COU 617; CO: COU 606, COU 607, and COU 608.

COU 619. Curriculum, Instruction, and Assessment. 3-4 credits.
Candidates will refer to state and national standards in order to develop a long range curriculum map and two daily lesson plans. They will read a textbook that introduces basic assessment concepts and apply their learning to tests used in their internship settings. They will also work in small groups that simulate K-12 curriculum committees. P. COU 600, COU 601, COU 602, COU 603.

COU 620. Differentiated Learning: Instruction, Classroom Management and Special Education. 3-4 credits.
This course prepares non-certified candidates to demonstrate knowledge, skill and dispositions to conceptualize and design differentiated instruction and classroom management strategies for all students. Current Special Education concepts will be introduced. This course meets the Nebraska Department of Education Rule 24 regulations for certification. P. COU 601, 601, 602, 603.

COU 660. Group Counseling Approaches for Children and Adolescents - Group Dynamics. 1 credit.
A study of group dynamics with particular application to the work of the school counselors. P. COU 609; CO: COU 661 and COU 662.

COU 661. Group Counseling Approaches for Children and Adolescents- Classroom Guidance. 1 credit.
An emersion into the world of classroom guidance activities as strategies for prevention and remediation in the school setting. P. COU 609; CO COU 660 and COU 662.

COU 662. Group Counseling Approaches for Children and Adolescents- Small Group Counseling. 1 credit.
An overview of the knowledge and practice in the skills necessary to conduct successful small group counseling for children and adolescents. P. COU 609; CO: COU 660 and COU 661.

COU 663. Diagnosis and Mental Health Issues in Children and Adolescents. 3 credits.
This class will introduce the task of using DSM principles to conceptualize a diagnostic impression for children and adolescents. The diagnostic impression is the second step after assessment in the continuum of care and treatment planning. P. COU 660, COU 661, and COU 662.

COU 664. Issues in Elementary School Counseling. 3 credits.
This class addresses the critical issues that permeate school counseling today. Issues revolve around the areas of academic success, career exploration, and personal/social development. These topics are related to the counselor who serves the elementary school setting. P. COU 663; CO: COU 682.

COU 665. Issues in Secondary School Counseling. 3 credits.
This class addresses the critical issues that permeate school counseling today. Issues revolve around the areas of academic success, career exploration, and personal/social development. These topics are related to the counselor who serves the secondary school setting. P. COU 663; CO: COU 684.

COU 667. Social Justice and Diversity in School Counseling. 3 credits.
This class will focus on cultural competence counseling in school settings. With the changing demographics and immigration/migration dynamics taking place locally, nationally, and internationally, students will be introduced to the diverse nature of students and their needs. P. COU 682 or COU 683.

COU 670. Selected Topics in Counseling. 1-3 credits. SU
Theoretical and applied aspects of counseling as selected by the designated instructor.

COU 682. Internship In Elementary School Counseling. 3 credits. FA, SP
This class culminates the students' clinical experience in an elementary school counseling setting. Students will demonstrate competence in the following areas: Individual, Group counseling, Individual Student Planning, Developmental Classroom Guidance, and Consultation. In addition, the student completes the Action Research-related project begun in the COU 603 class. P. COU 663 and DC.

COU 683. Advanced Internship in Elementary School Counseling. 3 credits. FA, SP
This is a continuation of COU 682 and will culminate in the accumulation of the hours and experiences necessary for program completion. P. COU 682 and DC.

COU 684. Internship in Secondary School Counseling. 3 credits. FA, SP
This class culminates the students' clinical experience in a secondary school counseling setting. students will demonstrate competence in the following areas: Individual, Group counseling, Individual Student Planning, Developmental Classroom Guidance, and Consultation. In addition, the student complete the Action Research-related project begun in COU 603. P. COU 663 and DC.

COU 685. Advanced Internship in Secondary School Counseling. 3 credits. FA, SP
This is a continuation of COU 684 and will culminate in the accumulation of the hours and experiences necessary for program completion. P. COU 684 and DC.

COU 793. Directed Independent Readings. 1-3 credits. FA, SP
Intensive reading in an area as approved by the department. P. DC.

COU 795. Directed Independent Study. 1-3 credits. FA, SP
Independent research on a topic designed by the student with the approval of an adviser from the department. P. DC.

COU 797. Directed Independent Research. 1-3 credits. FA, SP
Intensive research in an area as approved by the department. P. DC.

COU 799. Master's Thesis. 1-3 credits. FA, SP
Research in connection with the preparation of the Master's thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree.

School Counseling and Preventive Mental Health - M.S.

NOTE: The Graduate Program in Counseling is based on the standards identified within the American School Counselor Association (ASCA) national model.

All degree candidates are required to take the following required courses and choose one track:

PLEASE NOTE:The Nebraska Department of Education (NDE) oversees each teacher education institution in the state. The NDE requires individuals seeking a school counselor certification without a teaching certificate to complete an additional 12 credits of teacher preparation courses. In the absence of a teaching certificate, a student in Creighton's school counseling program must complete COU 617 Practicum I, COU 618 Practicum II, COU 619 Curriculum, Instruction, and Assessment and COU 620 Differentiated Learning: Instruction, Classroom Management and Special Education.

Degree Requirements (36 credits)

Code	Title	Credits
Required Courses		
COU 600	Professional Orientation to School Counseling	1
COU 601	Ethical Guidelines for School Counselors	1
COU 602	Introduction to the ASCA Model of School Counseling	1
COU 603	Action Research in School Counseling	3
COU 604	Issues in Child and Adolescent Development for School Counselors	3
COU 605	Individual and Program Assessment in School Counseling	3
COU 606	Theoretical Perspectives in School Counseling	1
COU 607	Data-Driven Perspectives in School Counseling	1
COU 608	Career Perspectives for Children and Adolescents	1
COU 609	Individual Planning and Counseling Techniques for School Counselors	3
COU 660	Group Counseling Approaches for Children and Adolescents - Group Dynamics	1
COU 661	Group Counseling Approaches for Children and Adolescents-Classroom Guidance	1
COU 662	Group Counseling Approaches for Children and Adolescents-Small Group Counseling	1
COU 663	Diagnosis and Mental Health Issues in Children and Adolescents	3
COU 667	Social Justice and Diversity in School Counseling	3
Choose one Track.		9-12
Total Credits		36-39

Elementary School Guidance Counselors Track

Code	Title	Credits
COU 664	Issues in Elementary School Counseling	3
COU 682	Internship In Elementary School Counseling	3
COU 683	Advanced Internship in Elementary School Counseling	3
Total Credits		9

Secondary School Guidance Counselors Track

Code	Title	Credits
COU 665	Issues in Secondary School Counseling	3
COU 684	Internship in Secondary School Counseling	3
COU 685	Advanced Internship in Secondary School Counseling	3
Total Credits		9

PK-12 School Counseling Track

Code	Title	Credits
COU 664	Issues in Elementary School Counseling	3
COU 665	Issues in Secondary School Counseling	3
COU 682	Internship In Elementary School Counseling	3
or COU 684	Internship in Secondary School Counseling	
COU 683	Advanced Internship in Elementary School Counseling	3
or COU 685	Advanced Internship in Secondary School Counseling	
Total Credits		12

The programs are competence based so that a candidate must demonstrate competency in a number of skills in each course in the counseling core before receiving a satisfactory grade.

Theology

Program Director: Richard W. Miller
Program Office: Humanities Center, Room 134

Graduate Study in Theology

The graduate program in theology engages Christians of all denominations in intensive investigations of developments in the major areas of contemporary theology: Biblical Studies, Systematic and Historical Studies, Christian Life Studies (Moral Theology and Spirituality).

The program is designed to provide a broad overview of the major areas and concentration in one area of theology chosen by the student. The program is intended for students preparing for doctoral studies, for the growing number of professionals engaged in theological and ministerial activities in churches and schools, for lay people seeking to further their theological education.

While respecting and exposing students to other religious traditions, Creighton University, a Catholic and Jesuit university, conducts its theological inquiries within the Catholic-Christian tradition.

Inquiries about the program should be directed to:

The Director
Graduate Program in Theology
Department of Theology
Creighton University
Omaha, NE 68178

Program Goals

General Learning Outcomes

General Knowledge

1. Broad knowledge of methods, movements, figures, and primary texts in the three major areas of contemporary theology: Biblical Studies,

Systematic and Historical Studies, Christian Life Studies (Moral Theology & Spirituality);
2. An understanding of the role of theological scholarship in the life of the Church.

Skills

1. Ability to reflect critically and creatively upon the relationship between the Christian tradition (as expressed in classic religious texts and arguments) and contemporary experience;
2. Ability to deal with change and sequence in the development of Christian self-understanding and discipleship;
3. Ability to read primary texts and the pertinent secondary literature critically;
4. Ability to research and write a coherent theological paper;
5. Ability to think critically and constructively and to engage in theological conversation.

Admission Requirements

Entry into the program requires a bachelor's degree from an accredited institution with a minimum of nine (9) semester hours of credit in theology or equivalent. Those applicants who have not taken 9 hours of theology can be admitted on a probationary status, which means that the student will have to take 9 credit hours in Creighton's University College and earn a grade of B or higher in three courses. Applicants should also have a "B" average in their undergraduate work and Graduate Record Exam (GRE) scores of at least 153 on the verbal section of the exam. Applicants can be admitted on probationary status for GRE scores from 149-152. GRE scores from the last 10 years are accepted. If you took the GRE in the old format, then you are required to have GRE scores of at least 500 on the verbal section. The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 90 on the Internet-based Test (iBT) TOEFL (Test of English as a Foreign Language) examination at the graduate level.

Degrees in Theology

- M.A., Major in Theology (p. 191)
- M.A., Major in Ministry (p. 192)

Courses

THL 501. The Pentateuch. 3 credits. OD
Origin and composition of the first five books of the Bible. Historical and theological traditions contributing to their formation. Emphasis on their unique theology and on the use of the books in the New Testament period.

THL 502. Old Testament Themes. 3 credits. OD
In-depth study of the themes of covenant and community as they are developed in the Pentateuch and in Prophetic and Wisdom Literature. A survey of contemporary scholarship will support a careful study of the pertinent texts.

THL 503. The Prophetic Literature Of The Old Testament. 3 credits. OD
The uniqueness of the prophetic movement. Background literary styles, relevance of the prophetic message.

THL 504. The Wisdom Literature Of The Old Testament. 3 credits. OD
Study of the patterns of Proverbs, Job, Ecclesiastes, some of the Psalms, compared with the wisdom literature of other ancient peoples.

THL 505. History of Biblical Interpretation. 3 credits.
A wide-ranging historical examination of the ways in which individuals and communities have understood and appropriated the texts of the Bible. Specific topics include theologies of Scripture, inner-biblical interpretation, early Jewish and Christian exegesis, medieval interpretation, and the study of the Bible during the Renaissance, Reformation(s), scientific revolution, and the modern period. P. 200-level Scripture course and Soph. stdg.

THL 507. The Gospel of Matthew. 3 credits. OD
A study of the theological vision of the text of this gospel, using all available methods and resources: redaction criticism, composition criticism, narrative criticism, etc.

THL 508. The Gospel of Mark. 3 credits. OD
A study of the first written gospel, its outline and structure, authorship, sources and influence on later New Testament writings.

THL 509. The Gospel Of Luke And The Acts Of The Apostles. 3 credits. OD
Study of Luke-Acts as a two-volume whole - a work of history, theology, and literary artistry.

THL 511. The Gospel of John. 3 credits. OD
Study of the unique witness to the meaning of Jesus in the Johannine Gospel.

THL 514. The Pastoral Epistles. 3 credits. OD
The first attempts to weld Christianity and Western humanism as initiated in the Epistles to Timothy and Titus.

THL 516. The Book Of Revelation (The Apocalypse). 3 credits. OD
A contemporary scholarly interpretation of the book of Revelation with reference to contemporary apocalyptic.

THL 517. The Parables of Jesus. 3 credits. OD
Stories that formed the core of Jesus' preaching. How he told them. How the evangelists retold them. How we understand them today.

THL 518. Women and the Bible. 1-3 credits. OD (Same as WGS 518, CSP 680)
Study of the representations of women in biblical narratives; attention to the construction of gender in the ancient world. Introduction to the various approaches contemporary women are taking to these biblical texts. P. Christian Tradition course, Biblical Tradition course.

THL 520. The Dead Sea Scrolls. 3 credits. OD (Same as CNE 520)
Introduction to the Dead Sea Scrolls and various theories about their origin. Exploration of the light they shed on the textual history of the Hebrew Bible, developments in ancient Judaism, and the early history of Christianity.

THL 523. Israelite Religions. 3 credits. (Same as CNE 523)
This course will examine the manifold expressions of Israelite religions - biblical, archaeological, and epigraphic. Emphasis will be placed on the diversity of Israelite religions and the relationship of Israelite religions to the religions of her Near Eastern neighbors. P. Jr. stdg.

THL 524. History of Ancient Israel. 3 credits. OD (Same as CNE 524, HIS 524)
An examination and reconstruction of the history of ancient Israel from biblical and other ancient New Eastern literary texts, and from archaeological and epigraphic materials.

THL 529. Translations of the Bible. 3 credits. (Same as CNE 529)
Various ancient translations of the Bible and their significance.

THL 530. Contemporary Catholic Theologians. 3 credits. OD
Key themes in the thought of Rahner, Conger, De Lubac, Lonergan, and other contemporary Catholic theologians.

THL 531. Studies in Early Christianity. 3 credits. FA, OD
The emergence of early Christian theology through the writing of the theologians of the first 500 years of the Church's history. Attention to some of the following themes: the development of the doctrine of the Trinity, the emergence of Classical Christology, early Christian exegesis, the thought of St. Augustine. P. Christian Tradition course, Biblical Tradition course.

THL 533. Ecclesiology: Contemporary Church Questions. 3 credits.
Basic contemporary questions about the life of the church will be explored in the context of the Creed and traditional dogmatic theology. Particular emphasis on the church's transition into the third millennium.

THL 534. Introduction to Liberation Theology. 3 credits. OD
Liberation theology arose during the sixties and seventies in Latin America as a way of reflecting upon and acting out Christian faith from the perspective of those who directly experience a world of poverty, injustice and violence. Although particular to Latin America, the issues raised by liberation theology are relevant to Christianity in North America as well. P. Magis Biblical Tradition course or THL 200-level Scripture course.

THL 535. Doctrinal Development: Christology & Trinitarian Theology. 3 credits. OD
Development of the Christian community's understanding and teaching about the person and work of Jesus Christ and the Trinity.

THL 536. The Mystery of God and the Suffering of Human Beings. 3 credits.
This course will treat the problem of reconciling the Christian claim that God is love, as expressed in the doctrine of providence, with the reality of human suffering.

THL 538. Seminar in Christian Anthropology. 3 credits. OD
Study of Christian theological anthropology in eastern and western traditions. P. The Christian Tradition course or HRS 101.

THL 540. Ecclesiology: The Documents of Vatican II. 3 credits. OD
Basic contemporary questions about the life of the church will be explored through a careful study of Lumen Gentium and other selected documents from Vatican II. The Council's theology is examined in the context of the Creed and traditional dogmatic theology.

THL 541. God is Green. 3 credits.
This course explores Christian environmentalism in historical and contemporary context. Topics include the ancient church, the reformation, the impact of modern science, environmental ethics, Catholic magisterial teaching, and Christian environmental spirituality.

THL 544. Christian Celebration: The Liturgical Year. 3 credits. OD
Biblical origins and historical development of feast and season, e.g., Christmas and Easter. The theologies of the saints' days and celebrations. History and meaning of daily common prayer in the Church.

THL 545. Liturgy and Christian Life. 3 credits. OD
The historical development of Western Liturgy and its technical interpretation through the centuries. Emphasis on the saving presence of Christ and on the role of liturgy in the rest of Christian life.

THL 552. Studies in Medieval Christianity. 3 credits. SP
This course surveys the history and theology of the medieval Church, examining key religious institutions (e.g., the papacy, monastic orders, universities) and key leaders and theologians (e.g. Benedict, Gregory VII, Anselm, Bernard of Clairvaux, Francis of Assisi, Thomas Aquinas). P. One Magis Core The Christian Tradition course; a 200-level Scripture course; So. stdg.

THL 553. Reformation Theology. 3 credits.
This course examines the history and theological controversies of the Reformation. Students will be introduced to: the various reform efforts of the late medieval Church; the influence of Christian Humanism; the writings of significant Protestant theologians; and the response of the Roman Catholic Church to these reform efforts. P. One Magis Core The Christian Tradition course.

THL 555. Major Christian Theologian. 3 credits. SP
This course involves an in-depth study of the life and writings of a major Christian theologian, one who shaped Christian history and doctrine in a decisive way: for example, Origen, Gregory of Nyssa, Augustine, Maximus the Confessor, Bonaventure, Thomas Aquinas, Martin Luther, John Calvin. This course is repeatable is taken under a different topic to a maximum of 6 credits. P. One Magis Core The Christian Tradition course; a 200-level scripture course; So. stdg.

THL 560. Theology of Ministry. 3 credits. OD
Through historical investigation of the practice of ministries in the western church from earliest times to the present, this course aims to arrive at some systematic conclusions about the nature of ministry.

THL 561. Finding God In Daily Life: Prayer And Discernment. 3 credits. OD
General introduction to Christian spirituality with special emphasis on Ignatian spirituality. Goal is to deepen understanding of spirituality as well as to improve the quality of Christian living by developing practices of personal prayer and discernment of spirits. Special emphasis placed on the theology of the Holy Spirit, Ignatian spirituality and the spirituality of Thomas Merton. P. One Magis Core The Christian Tradition course; a 200-level Scripture course; So. stdg.

THL 563. Contemporary Moral Problems. 3 credits. OD
A comprehensive study of one or more moral issues facing contemporary society.

THL 564. Christian Sexual Ethics. 3 credits. OD
Investigation of the historical and methodological dimensions of sexual ethics within the Catholic tradition; contemporary magisterial teachings on issues such as premarital sex, artificial birth control, homosexuality, and reproductive technologies; critical analysis of those teachings from various theological perspectives.

THL 565. Catholic Social Teaching. 3 credits. OD (Same as JPS 565)
This course provides an examination of contemporary Catholic social ethics. Focus is on the relevance of Christian moral reflection on issues of concern in contemporary society, including racism, poverty, issues of life and death, immigration, economic justice, and the environment. We will give special attention to the moral teachings and ethical methods of Roman Catholic social ethics, but other perspectives within Christianity will also be studied and discussed. P. Magis Ethics course.

THL 567. Gender, Race and Morality. 3 credits.
This course will examine how critical reflection on gender and race challenges Christian thought, and how attending to these fundamental features of human personhood and social life may improve Christian conversations about God, faith, moral agency and obligation, culture, and social issues. It will begin by introducingstudents to feminist philosophy and ethics, and to the range of methods and concerns that biblical scholars, theologians, and ethicists in conversation with this literature have addressed. It will then introduce students to the concerns and methods of womanist theologians and other scholars who complement this critical attent¡on to gender with attention to race and ethnicity, as well as other aspects of personhood and social location. It will pay particular attention throughout to the varying conceptions of moral agency, moral obligation, and justice that are proposed by these literatures. P. Ethics course.

THL 568. Women In The Christian Tradition. 3 credits. OD (Same as WGS 568)
Study of the outlook on man, woman, and divinity in the Bible, the Christian churches past and present, and "post-Christian" feminism. Examination of the Judeo-Christian tradition, both the pervasiveness of its patriarchal assumptions, and the liberating resources it can contribute to a healthy understanding of maleness and femaleness today.

THL 572. Ethics and Spirituality. 3 credits. OD
Consideration of the diverse spiritual traditions of Christianity to see asceticism, prayer, contemplation and discernment as categories which bridge spirituality and ethics. The traditional strands of Christian spirituality as resources for the contemporary life of faith and action. Readings from John of the Cross, Kierkegaard, Kenneth Kirk, Dorothy Day, Merton, Barth and Rahner.

THL 573. Religion and Politics. 3 credits. OD
Four Christian formulations of the relation of religion to politics: the sectarian approach, linked to liberal humanism; the natural law tradition, reformulated as basic human rights; the integration of religion and politics in liberation theology; and Christian realism with its dialectic of distance and engagement. Some of the complex interpenetrations of religious issues and political realities. P. One course of The Christian Tradition (THL 110-125) and a 200-level Scripture course and So. stdg.

THL 574. Faith and Food. 3 credits. OD
A biblical and contemporary approach to food as fellow creature, medium of fellowship, component of worship, tool of exploitation, prophetic symbol, and object of stewardship.

THL 575. Foundations of Christian Spirituality. 3 credits. AY, FA, SP
Designed to introduce students to the major historic and contemporary themes, images and practices in the Christian spiritual tradition. Focus on students' integration of that tradition into their own lives.

THL 576. Introduction to Jesuit Spirituality. 3 credits. OD
Study of the life and selected writings of St. Ignatius Loyola as well as contemporary interpretation of his spirituality. Topics include Jesuit prayer, selections from the Constitutions of Society of Jesus, chief documents from the 32nd Congregation of the Society of Jesus, discernment, and the vow of obedience.

THL 577. Special Questions in Jesuitica. 1-4 credits.
Systematic and/or historical investigation of topics relating to the Society of Jesus. Content and number of credits to be specified when the course is offered. (This course offered only at the Jesuit College, St. Paul, Minn.).

THL 579. Special Methods of Teaching Religion in the Secondary Schools. 3 credits. (Same as EDU 579)
Overview of the principles for communicating the Christian message effectively to different age levels with opportunities to observe and put them into practice. The course deals with the objectives and functions of religious education in terms of secondary school learning experiences. Attention is directed to the selection, organization, and presentation of meaningful learning materials and selection, use and evaluation of textbooks and related aids. P or CO: EDU 341 and EDU 342 or EDU 551 and EDU 552.

THL 585. Foundational Principles And Leadership Skills For Youth Ministry. 4 credits. OD
The foundational understandings and principles of comprehensive youth ministry; a deeper understanding for the minister of the theological foundations of Youth Ministry. Theories, skills and approaches for effective leadership in ministry.

THL 586. Fostering The Faith Growth Of Youth Through The Components Of Youth Ministry. 4 credits. OD
Exploration of adolescent spirituality, theological and spiritual foundations for engaging young people in the work of justice and service, theological understandings of faith, discipleship, and Catholic identity, and caring for young people and their families.

THL 587. Methods Of Teaching Religion In Elementary School. 3 credits. AY, FA (Same as EDU 587)
The course is designed to prepare students to effective religious educators in Catholic elementary schools. The course content will encompass the four dimensions of religious education: message, community, service and worship. Students will not only become acquainted with methods and materials for teaching religion, but they will also gain experience planning liturgical celebrations.

THL 588. Christian Ethics of War and Peace. 3 credits. OD (Same as JPS 588)
Introduction to the development and application of Christian ethical perspectives on the use of lethal force from the biblical period to the present day. Just war theory and pacifism in both Catholic and Protestant traditions. Special attention given to the formation of personal conscience in reflection on public policy and world events, both historical and current. P. PHL 250/THL 250 or One Magis Core Ethics course and Jr. stdg.

THL 592. Practicum in Ministry. 3-6 credits.
Supervised experience and development of skills in appropriate ministry under faculty direction.

THL 594. Special Seminar in Biblical Studies. 3 credits.
May be repeated to a limit of six hours.

THL 596. Special Seminar in Historical-Doctrinal-Liturgical Studies. 3 credits.
May be repeated to a limit of six hours. P. DC.

THL 598. Special Seminar in Christian Life Studies. 3 credits.
May be repeated to a limit of six hours. P. DC.

THL 660. Dreams and Spiritual Growth. 1-3 credits. SU (Same as CSP 660)
This course will explore the significance of dreams in discerning spiritual growth. Some attention will be given to the role of dreams in scripture and Christian tradition. The primary aim of the course is to familiarize participants with the psychology of dreaming and with contemporary methods for discerning the religious meaning of one's dreams: in one's own spiritual growth and development as well as in working with dreams in the context of spiritual direction.

THL 661. T'ai Chi Chih: Joy Through Movement. 1 credit. SU (Same as CSP 661)
T'ai Chi Chih's body movement meditation releases stress by relaxing the body and refreshing the mind. The twenty simple movements can be done by all regardless of age and physical condition.

THL 662. Chi-Kung Moving Meditation: Embodying Spirtual Attentiveness. 1 credit. SU
An introduction for Christians to an ancient system of movements developed by Chinese hermits and contemplatives in order to harness and order the body's energies, thereby providing a positive role for the body in spiritual development. This class is also open to students enrolling as auditors.

THL 664. Spirituality of John. 1 credit. SU (Same as CSP 664)
Course examines themes from writings of John central for spirituality.

THL 665. Theological Virtue Ethics. 3 credits. (Same as MLS 665)
In recent decades, virtue ethics has made a comeback. This seminar will give a close reading to the principal source of Christian virtue ethics, Thomas Aquinas's Treatise on the Virtues. We will then examine a contemporary Ignatian appropriation of virtue for a Christocentric ethics for the real world today.

THL 666. Centering Prayer And The Experience Of God. 1 credit. SU (Same as CSP 666)
Contemplative practices such as Lectio Divina and Centering Prayer, which directly cultivate the experience of God's presence and extend the interior silence of prayer into daily life. Additional topics include prayer as relationship, the experience of the Dark Night, and fruits of contemplative prayer in daily activity.

THL 667. Contemplative Theological Reflection. 1-3 credits. (Same as CSP 667)
Through the development of the skill of contemplative theological reflection, CSP students learn to reflect on their personal and ministerial or work experiences to discern the call of transformation and integration in the midst of the Christian tradition and world realities. This is a personal and group process and takes place in a peer faith setting.

THL 669. Salesian Spirituality. 1-3 credits. SU (Same as CSP 669)
Introduction to the Salesian spiritual tradition co-founded in 17th century by Francis de Sales and Jeanne de Chantal. Seminal texts such as Introduction to the Devout Life as well as the lives of the founders as backdrop for exploration of central Salesian themes as resources for contemporary living.

THL 670. Art and Spirituality. 1-3 credits. OD (Same as CSP 670)
With an experiential, hands-on format using watercolor and other art media, this course provides an opportunity for right-brain expressions of prayer, spiritual understanding, and experience of God.

THL 672. Text And Context: A Study Of The Bible In Transmission And In Translation. 3 credits.
The Bible, both Old Testament (or Hebrew Bible) and New Testament, has been transmitted (that is, copied in original languages) and translated (into other languages) more than any other document from antiquity. This course will focus on the social, political, historical, religious, even technological circumstances in which this activity has been conducted for more than two millennia, exploring how the texts reflect both the contexts of the copyists and translators, their own society and their understanding of the sacred texts with which they worked.

THL 673. Spiritual Dialogue: East Meets West. 3 credits. OD (Same as CSP 673)
Overview of perspectives and practices from Eastern wisdom that have parallels in Christianity and can deepen prayer experiences, as well as Eastern ideas that challenge Christian beliefs.

THL 675. Spirituality of Luke-Acts. 3 credits. SU (Same as CSP 675)
Study of the spirituality implicit in Luke's two-volume masterpiece. Focus on God, Jesus, Holy Spirit, discipleship, possessions, community, mission, the Christian reading of the Hebrew Scriptures , and how narrative is a vehicle of theology and spirituality.

THL 677. Spirituality, Psychological Foundations, and Practice of Forgiveness. 1-3 credits. (Same as CSP 677)
The imperative to forgive is central to Christian identity, discipleship, and building authentic intimacy with God and others. This course explores spiritual, theological, and psychological perspectives on forgiveness. Through journaling, prayer, guided reading/reflection, and class discussion, students will be encouraged to develop, practice, and personally appropriate a spirituality of forgiveness.

THL 678. The Spirituality of Paul. 1-3 credits. SU (Same as CSP 678)
A study of the Pauline correspondence to analyze what these letters imply regarding the gospel vision as a way of seeing that leads to a way of being. This course will focus especially on Paul's Jewish background and his use of that tradition to explain Jesus as the climax of the covenant and his way as the fullness of human being; creation, community, cross, new creation.

THL 691. Eco Spirituality. 3 credits.
This course explores emerging environmental spirituality within the broad Christian spiritual tradition. The course considers the Christian understanding of the relationship between humans and non-human nature. It also considers Christian practices that can be re-imagined to foster sustainable living.

THL 700. Seminar in Biblical Studies. 3 credits.
Introduction to fundamental issues in biblical studies, with special attention to methodology and development of research skills.

THL 701. Biblical Interpretation: Hermeneutics In The Writing And In The Reading Of Scripture. 3 credits. OD
A study of the ongoing interpretive process that first formed the Judeo-Christian biblical traditions and then made use of those traditions in the development of the post-canonical tradition. First, how the Bible was made; then, what was made of the Bible. Implications for interpreting Scripture today.

THL 702. The Gospel of Mark. 3 credits. OD
In-depth study of earliest gospel, using historical, literary, and theological perspectives. Special attention to Mark's use of the Old Testament, his interpretation of Jesus and the Church, and the implications for using this text for Christian life and worship today.

THL 703. The Social And Historical Context Of The Bible. 3 credits. OD
An examination of the social and historical world out of which the texts of the Bible were written.

THL 704. Contemporary Biblical Interpretation: The Synoptic Gospels. 3 credits. OD
Investigation of the two main approaches to biblical interpretation, the historical critical method and the literary aesthetic method, and of the specific theories of reading from which they derive. Reasons for following the scenario model of reading. Methods applied to selected Synoptic passages and to selected statements of church councils to test their ramifications.

THL 705. New Testament Churches. 3 credits. OD
Study of realities of first-century church life expressed and implied in the canonical documents, e.g. the church of Mark, of Matthew, of John, of Luke-Acts, of Hebrews, of 1 and 2 Corinthians. In what ways are these New Testament images of first-century church life normative for church life today?.

THL 706. The Gospel of Matthew. 3 credits. OD
An in-depth exploration of the Gospel of Matthew using a variety of methods, especially redaction criticism and narrative analysis. Special attention to Hebrew Bible background.

THL 707. The Life and Spirituality of Ignatius of Loyola:. 3 credits. OD
Course presents the historical context, life and spirituality of Ignatius of Loyola. Focusing on his writings, especially The Spiritual Exercises, it explores relevance for contemporary spirituality. Special attention paid to recent superior general Father Pedro Arrupe as an interpreter of Ignatius for today. Course invites students to practice Ignatian spirituality and to reflect on relevance for own spirituality.

THL 708. Paul: The Major Writings. 3 credits. OD
Study of Galatians, Romans, and the Corinthian correspondence, with special attention to their literary forms and their implied pastoral settings.

THL 709. The Gospel of John: Contemporary Approaches. 3 credits. OD
An investigation into the framework of John and exegesis of select text-segments in terms of Johannine source criticism, historical criticism and socio-linguistics, viewing the gospel as a prime example of anti-language.

THL 710. The Mediterranean Matrix of Christian Theology. 3 credits. OD
Christian theology has most often been articulated in analogies taken from the Mediterranean world and Mediterranean social experience: God the Father, Trinity, Grace, Salvation, Mediation, Patron Saint, Holiness and the like rank among such analogies. This course investigates the cultural and contextual meanings of these analogies, not as sets of abstract philosophical ideas, but as the vibrant social metaphors they originally were. Comparative scenarios describing the culture(s) of the Mediterranean basin are presented. The aim is adequate interpretation of what these originally meant in their Mediterranean setting, with parallel developments in Judaism and Islam.

THL 711. Israelite Religion In Perspective. 3 credits. OD
The development of the religion of Israel will be studied from its origins to the time of Jesus. Emphasis will be placed on the relationship between Israel's religion and the religion of her Near Eastern neighbors, and on its continuities and discontinuities with the Christian faith.

THL 712. Creation and Ethical Order. 3 credits. OD
The biblical views of creation will be studied and compared with ideas of creation in other cultures, ancient and modern. Emphasis will be placed on the role creation plays in structuring societal values and defining the meaning of existence.

THL 713. Liberationist Readings of New Testament Texts. 3 credits. OD
The perennial hermeneutical issue - how one interprets, understands, and uses past traditions in the present - addressed from a liberationist perspective. Introduction to hermeneutical theory followed by examination of readings of New Testament texts from diverse liberationist perspectives: South African, Latin American, feminist, and womanist.

THL 714. The Pentateuch: Issues Of Ethics And Morality. 3 credits. OD
A textcritical study of human behavior in the narratives of the Pentateuch focusing on the Book of Genesis. These stories are examined in light of their ancient Near Eastern sociohistorical context to better understand their often strange, sometimes disturbing plots and to discern their timeless and universal themes.

THL 715. Marian Spirituality. 1-3 credits. SU (Same as CSP 715)
This course will explore "Mary as mother and teacher of the spiritual life," e.g., Mary and the Holy Spirit, Mary's virtues, Mary as first disciple of the Lord, as Servant of the Lord, and as Model of the Church. This course likewise studies the various expressions of Mary's place in the universal call to holiness, e.g., the "Marian thread" in the lives of the Saints, with a special emphasis on the new Saints and Blesseds of Pope John Paul II.

THL 716. Spirituality of Reconciliation. 3 credits. SU (Same as CSP 716)
Explores biblical, sacramental, theological and spiritual dimensions of Christian reconciliation. Examines global case studies of Christian social reconciliation such as South Africa, Northern Ireland, Rwanda, and the American South. Students will be asked to develop a spirituality of social reconciliation for their own local Christian communities.

THL 717. Jungian Psychology and Christian Spirituality. 3 credits. SU (Same as CSP 717)
This course will explore the relationship between major aspects of Jung's psychological theory and Christian Spirituality. The principal aim of the course is to familiarize participants with basic concepts of Jungian psychology and to assimilate what is most useful in Jung for pastoral practice, one's own spiritual life and development as well as spiritual direction. Some films and fairytales will be used to convey concepts.

THL 718. A Theology and Spirituality of Conversion. 3 credits. SU (Same as CSP 718)
Freedom to respond to the grace of conversion into the likeness of the Son of God is the hallmark of Christian discipleship and the hoped for outcome of spiritual direction in general and the Spiritual Exercises in particular. To balance theory with practice we will examine Ignatius of Loyola's human and spiritual conversion. Students will apply course work to their personal growth and development so as to better prepare for the ministry of spiritual direction.

THL 722. Mary in Life of St. Ignatius. 1 credit. (Same as CSP 722)
This short course will explore Mary in the life of St. Ignatius by investigating his autobiography and other writings. It is written, "Ignatius dreamed of a lady who was for him the doorway of the graces he would receive throughout his life. He asked Mary to grant his greatest desire, "to deign to place him with her Son.

THL 723. Apocalyptic Literature: Mayhem, Madness and Messiahs. 3 credits.
Apocalyptic Literature is an exploration of Jewish and Christian apocalyptic literature, including the Book of Revelation, through detailed study of the texts in the Hebrew Bible/Old Testament, New Testament, Dead Sea Scrolls, and other ancient literature, as well as its effects on popular culture and contemporary media.

THL 730. Seminar in Systematic Theology. 3 credits.
Introduction to fundamental issues of doctrinal theology, with special attention to methodology and development of research skills.

THL 731. Systematic Theology: The Mediated God. 3 credits. OD
This course examines systematically: (a) the mediating function of symbol in a human life; (b) theology as humankind's search to mediate the Transcendent in symbolic language; (c) Christology as Christian humankind's search to mediate the Transcendent in Jesus called christos; (d) ecclesiology as Christian humankind's search to mediate the Christ in the community of women and men called ekklesia; (e) sacramentology as Christian humankind's search to mediate the Transcendent in solemn symbolic actions called mysteria.

THL 732. Theologies of Salvation. 3 credits. OD
A theological reflection on the question: "What does it mean to be saved in Jesus Christ?" In dialogue with biblical, traditional and contemporary insights, including liberationist, feminist and ecologically sensitive theologies, students are asked to propose a theology of salvation relevant to contemporary life.

THL 733. Images Of The Church Through The Ages. 3 credits. OD
The kaleidoscopic journey of the pilgrim church through successive historical paradigms-from primitive Christianity's apocalyptic paradigm, to the post-modern ecumenical paradigm, including the Hellenistic, medieval-Roman-Catholic, Reformation-Protestant, Counter-Reformation Catholic, Protestant-Orthodox, and Modern-Enlightenment paradigms. Salient images of the church within each of these historical paradigms and movements accompanying them.

THL 734. The Quest For Christian Identity. 3 credits. OD
The meaning of being Christian in contemporary times within American society.

THL 736. Systematic Theology According To Karl Rahner. 3 credits. OD
Theological methodology of one of the premier Catholic theologians of the 20th century: Karl Rahner's thought as foundational for much of contemporary Roman Catholic theology. Topics include: the human family and its relationship to mystery (Sin and Grace); the theology of symbol-how the mystery of grace is worked out in our material world (Christology and Ecclesiology); and the life of Grace - the work of the Holy Spirit in our social liberation (Prayer, Discernment, and Ethics).

THL 737. The Historical Context For Theology In America. 3 credits. OD
Examination of forces that have influenced Catholic theological thought in the United States. Topics that may be explored include denominationalism, church-state relations, civil religion, evangelicalism, fundamentalism, gender, nativism, the African-American experience, Native American experience, Judaism, trusteeism, immigration, social justice, etc.

THL 740. Inventing Christianity: The Emergence Of The Christian Theological Tradition. 3 credits. OD
Course explores development of early Christian theological tradition from its apostolic foundations through the Council of Chalcedon emphasizing four themes: the origin and development of the Christian empire, the search for the Christian doctrine of God, understanding the God-Man, Augustine and his influence.

THL 741. Theology and Writings of St. Augustine. 3 credits.
An exploration of the career and thought of one of the greatest theologians of the Christian tradition through a focus on three classic texts, The Confessions, The Trinity, and The City of God; includes examination of the controversies and debates which have shaped Christian views on creation, Church, sacraments, and grace. P. Gr. stdg.

THL 743. Political Theology. 3 credits.
Political theology relates discourse about God (theology) to the organization of human communities and social power in space and time (politics). This course will focus on the Christian tradition's theopolitical imagination(s), considering biblical visions, historical developments, and recent political theologies in comparative global perspective.

THL 744. Christian Social Ethics. 3 credits. OD
Introduction to the major alternative modes of thought and action by which Christians have sought to express concern for social and political issues. Stress on the social dimension of Christian ethics.

THL 745. Ecumenical Theology: Protestant, Catholic, Orthodox. 3 credits. OD
Examination of post Vatican II ecumenism, from a theological analysis of the problem of church division to the rationale for ecumenical dialogue. Models of ecumenical agreement and progress with special attention to the question of consensus and ecumenical "success". Current topics from Protestant-Catholic and Orthodox-Catholic dialogues are surveyed.

THL 746. Justification and Justice: Jewish, Protestant, and Catholic Models. 3 credits. OD
Different Models of divine intervention into human life lead to different models of human response. The center of gravity for this course will be the doctrine of justification. Under examination will be the ways in which contemporary theologians articulate the social and political response engendered by the divine initiative in modern life. Four responses come into play: self-transcendence (Niebuhr and Metz), obedience (Ramsey and NCCB), discipleship (Yoder), and dialogue (Buber).

THL 752. The Sacraments of Initiation. 3 credits. OD
Study of the anthropological roots, historical formation, and interrelation of the three traditional moments in Christian Initiation: Baptism, Confirmation and Eucharist, in light of the new Rite of Christian Initiation of Adults (R.C.I.A.) as basic text, of official Catholic Church pronouncements, of the Lima Document of the World Council of Churches, and of various contemporary theologies.

THL 753. Liturgy and Time. 3 credits. OD
Reflection on the temporal nature of Christian life by study of the historical formation and sacramental dimensions of the liturgical (a) day, (b) week, and (c) year. Topics include: meaning of Christian celebration, origins of Christian daily prayer (the Divine Office), Christ's presence in the Church through liturgical memorial, Sunday and the weekly cycle, the Easter and Christmas cycles, the feast day as Christian sacrament, the Sanctoral Cycle, the reforms of Vatican II, the ethical significance of the liturgical year.

THL 754. Liturgical Praxis and Ecclesial Self-Consciousness. 3 credits.
Examines the liturgical practices (time, place, event) of Latin Rite Catholic, Orthodox, Protestant, and Anglican traditions in order to understand the basic liturgical forms of the traditions and to explore the ecclesial self-consciousness of the these Christian bodies through the lens of liturgical practice.

THL 755. Seminar in Moral Theology. 3 credits.
Introduction to fundamental issues in moral theology, with special attention to methodology and development of research skills.

THL 756. Theology of the Moral Life. 3 credits. OD
Elements of Christian moral experience and understanding, as well as the criteria of Christian moral judgment and action.

THL 757. Christian Nonviolence: Jesus, Prince of Peace. 3 credits. OD
History of peacemaking and non-violence through Christian figures and movements. Biblical roots, pacifism in the early Church, the medieval "peace of God," Reformation peace churches, and recent developments: the 20th century Catholic peace movement, official documents from Christian churches, and Christian leaders including Martin Luther King, Thomas Merton, and Dorothy Day. Non-violence is considered as both social action and spiritual discipline.

THL 758. Roman Catholic and Protestant Ethics. 3 credits. OD
Ethical approaches of leading European and American Catholic and Protestant ethicists: Rahner, Janssens, Gustafson, Ramsey, Fletcher, Grisez and McCormick.

THL 760. Scriptural Foundation Of Christian Spirituality. 3 credits. SU (Same as CSP 760)
Introduction to Scripture, especially the New Testament, as the foundation to all Christian Spirituality. Faith, prayer, Holy Spirit, Church, centrality of Christ.

THL 762. Doctrinal Foundation Of Christian Spirituality. 3 credits. SU (Same as CSP 762)
This course examines the foundational doctrines of faith, such as, the Trinity, the divine and human Jesus, salvation by Christ, God's activity in history, the Holy Spirit, and explores their relevance for the Christian spiritual journey, including the relationship to God, to all humanity and to the entire created universe.

THL 764. Prayer And Christian Spirituality. 3 credits. SU (Same as CSP 764)
Using classical and contemporary texts in Christian Spirituality, course studies the theology, methods, stages and dynamics of personal prayer and mysticism.

THL 765. Prayer, Intimacy. And True Christian Growth. 3 credits. SU (Same as CSP 765)
The connection between spiritual and human growth, the necessity of keeping a relationship with Christ, and concrete simple ways of doing it each day.

THL 766. Contemplation In The Christian Tradition. 3 credits. SU (Same as CSP 766)
Course examines approaches to contemplation in classical and contemporary texts. Among authors and texts studied are the following: Pseudo-Dionysius, Cloud of Unknowing, Meister Eckhart, Teresa of Avila, John of the Cross. P. CSP 764 or CSP 765 or equiv.

THL 767. Spanish Mysticism. 3 credits. SU (Same as CSP 767)
Study of Ignatius of Loyola, Teresa of Avila and John of the Cross, discussing their spirituality, teachings on prayer, and understanding of human life as a pilgrimage with Jesus, ending only when total union with God is reached. P. CSP 764 OR 765 or equiv.

THL 768. Foundational Texts In Christian Mysticism. 3 credits. OD
Introduction to a wide variety of primary texts in medieval mysticism including works of Teresa of Avila, early Franciscan sources, and Ignatius of Loyola. Students are guided through texts and challenged to apply these texts to practical ministerial experiences.

THL 769. The History Of Christian Spirituality. 1-3 credits. SU (Same as CSP 769)
Development from post-apostolic age to the present. Some of the classics of Christian Spirituality.

THL 770. Called To Holiness: The Christian Vocation. 3 credits. SU (Same as CSP 770)
Saints, ways to sanctity, past and present. The Communion of Saints. NOTE: This course fulfills the requirement for a course in the history of spirituality.

THL 772. Vatican II and the Doctrinal Foundations of Contemporary Christian Spirituality. 3 credits.
This course examines the role and impact of the Second Vatican Council on the foundational doctrines of faith, such as, the role of Scripture, Theological Anthropology, Christology, Soteriology, Ecclesiology, Pneumatology, and explores their relevance for the Christian spiritual journey.

THL 773. The Theology Of The Spiritual Exercises Of St. Ignatius. 3 credits. SU (Same as CSP 773)
Theology, interpretations, commentators, structure, with practical applications. Students will draw greater benefit from this course if they have a prior experience of the Spiritual Exercises either in an individually directed silent retreat or an extended retreat in daily life.

THL 776. Discernment Of Spirits: Theory And Practice. 3 credits. SU (Same as CSP 776)
Study of the tradition of discernment in the Church with special emphasis on the rules for discernment of spirits in the Spiritual Exercises and the application of these to Christian life and practice.

THL 777. Spirituality and Catholic Social Teaching. 3 credits.
The Catholic tradition insists that spirituality and social ethics are integrally related such that one is impoverished without deep connection with the other. Informed by that insight, this course explores the relationships between Christian spirituality and Catholic Social Teaching. Texts include essays from leading theologians and documents from the magisterium. Topics include the relationship between spirituality and ethics, conscience, methods in Catholic social ethics, human life and dignity, preferential option for the poor and vulnerable, rights and responsibilities, common good and solidarity, economic justice, immigration, peace and war, and ecology and climate change.

THL 778. Biblical Roots For Peace And Justice Ministry. 3 credits. SU (Same as CSP 778)
How to use Scripture responsibly in approaching the social and planetary issues of the third millennium. Sample topics: creation and ecology, violence and nonviolence, hunger and stewardship, conscience and civil authority, option for the poor. Opportunity for special issue study.

THL 779. Spirituality And Social Concerns. 3 credits. SU (Same as CSP 779)
Reflections on the practice of spiritual direction, retreat leadership, and other pastoral ministries in light of themes of justice, peace and solidarity in scripture, Christian history, Catholic social teaching, and human experience. Investigation of how the reality of social injustice affects the private and public dimensions of the spiritual life. Emphasis on personal appropriation and leadership development so that students may integrate knowledge that gain into the ministries.

THL 785. Psychodynamics Of Spiritual Growth. 3 credits. OD, SU (Same as CSP 785)
Human development studied through the main traditions within psychology and spirituality. How psychological and spiritual dynamics are integrated in personal formation with practical applications for spiritual direction and other ministries. Stress, anger, anxiety, control issues, fear, leisure, addictions, grief, sexuality, guilt and shame are seen within adult life-stages moving toward healing, discernment and wholeness.

THL 786. Family Spirituality. 1-3 credits. SU (Same as CSP 786)
Designed for both those who are familied and those who minister to families. Key questions: What are the elements of a spirituality derived from within the experience of family- What is the relationship between such a spirituality and the classic traditions of Christian spirituality?.

THL 789. Spirituality For Americans: Thomas Merton's Contemplative Vision. 3 credits. OD (Same as CSP 789)
The relevance of Merton for contemporary American spirituality. Merton in context of the American experience: his life, writing and thought as guidelines for living the Gospel today. Special attention to themes of True Self, Contemplation and Non-violence.

THL 790. Spiritual Formation. 3 credits. OD, SU (Same as CSP 790)
The nature and dynamics of spiritual formation, emphasizing personal developmental aspects of spiritual growth. Practical aspects of the spiritual life: spiritual identity, spiritual consciousness, holistic spirituality. Theoretical perspective on formative relations in structured situations: religious formation, seminary formation, spiritual formation in parishes. Formation issues: spiritual growth through stages of the life cycle, sexuality and chastity, conflict and community, suffering and death, work and ministry.

THL 791. Spirituality and Sexuality. 3 credits. (Same as CSP 791)
As body-persons, all men and women are called to integrate the various dimensions of our human existence within a thought out/lived out perspective, i.e., a spirituality. For various historical, cultural, and religious reasons incorporating our sexuality can be challenging, even problematic. Through lecture, guided reading/reflection, class discussion, and writing, students will be encouraged to develop their personally meaningful spirituality of sexuality.

THL 792. Practicum in Ministry. 3 credits. OD
Supervised experience in a practical ministry of the student's choice in consultation with the Program Director.

THL 793. Directed Independent Reading. 1-4 credits. OD
To be arranged.

THL 794. Special Elective in Biblical Studies. 1-3 credits.
May be repeated to a limit of six hours. P. DC.

THL 795. Directed Independent Study. 1-3 credits. OD
To be arranged.

THL 796. Special Elective in Historical-Doctrinal-Liturgical Studies. 3 credits.
May be repeated to a limit of six hours. P. DC.

THL 797. Directed Independent Research. 3 credits. OD
To be arranged.

THL 798. Special Elective in Christian Life Studies. 3 credits.
May be repeated to a limit of six hours.

THL 799. Master's Thesis. 3 credits. OD

Theology - M.A.

The Graduate Director will serve as the student's advisor and will help students choose a program of study best suited to their interests and career plans. Thirty-three (33) semester hours are required for the degree, including:

Plan A: 27 hours of courses followed by comprehensive examination, then 6 hours of THL 799 Master's Thesis; or **Plan B**: 33 hours of courses followed by comprehensive examination.

M.A., Theology Degree requirements (33 credits):

Code	Title	Credits
Required Seminar Courses		
THL 700	Seminar in Biblical Studies	3
THL 730	Seminar in Systematic Theology	3
THL 755	Seminar in Moral Theology	3
Biblical Studies		
Select one course from the following:		3
THL 701	Biblical Interpretation: Hermeneutics In The Writing And In The Reading Of Scripture	
THL 702	The Gospel of Mark	
THL 703	The Social And Historical Context Of The Bible	
THL 704	Contemporary Biblical Interpretation: The Synoptic Gospels	
THL 705	New Testament Churches	
THL 706	The Gospel of Matthew	
THL 707	The Life and Spirituality of Ignatius of Loyola:	
THL 708	Paul: The Major Writings	
THL 709	The Gospel of John: Contemporary Approaches	
THL 710	The Mediterranean Matrix of Christian Theology	
THL 711	Israelite Religion In Perspective	
THL 712	Creation and Ethical Order	
THL 713	Liberationist Readings of New Testament Texts	
THL 714	The Pentateuch: Issues Of Ethics And Morality	
THL 715	Marian Spirituality	
THL 716	Spirituality of Reconciliation	
THL 717	Jungian Psychology and Christian Spirituality	
THL 718	A Theology and Spirituality of Conversion	
THL 722	Mary in Life of St. Ignatius	
Systematic and Historical Studies		
Select one course from the following:		3
THL 731	Systematic Theology: The Mediated God	
THL 732	Theologies of Salvation	
THL 733	Images Of The Church Through The Ages	
THL 734	The Quest For Christian Identity	
THL 736	Systematic Theology According To Karl Rahner	
THL 737	The Historical Context For Theology In America	
THL 740	Inventing Christianity: The Emergence Of The Christian Theological Tradition	
THL 741	Theology and Writings of St. Augustine	
THL 743	Political Theology	
THL 744	Christian Social Ethics	
THL 745	Ecumenical Theology: Protestant, Catholic, Orthodox	
THL 746	Justification and Justice: Jewish, Protestant, and Catholic Models	
THL 752	The Sacraments of Initiation	
THL 753	Liturgy and Time	
THL 754	Liturgical Praxis and Ecclesial Self-Consciousness	
Christian Life Studies		
Select one course from the following:		3
THL 756	Theology of the Moral Life	
THL 757	Christian Nonviolence: Jesus, Prince of Peace	
THL 758	Roman Catholic and Protestant Ethics	
THL 760	Scriptural Foundation Of Christian Spirituality	
THL 762	Doctrinal Foundation Of Christian Spirituality	
THL 764	Prayer And Christian Spirituality	
THL 765	Prayer, Intimacy. And True Christian Growth	
THL 766	Contemplation In The Christian Tradition	
THL 767	Spanish Mysticism	
THL 768	Foundational Texts In Christian Mysticism	
THL 769	The History Of Christian Spirituality	
THL 770	Called To Holiness: The Christian Vocation	
THL 773	The Theology Of The Spiritual Exercises Of St. Ignatius	
THL 776	Discernment Of Spirits: Theory And Practice	
THL 778	Biblical Roots For Peace And Justice Ministry	
THL 779	Spirituality And Social Concerns	
THL 785	Psychodynamics Of Spiritual Growth	
THL 786	Family Spirituality	
THL 789	Spirituality For Americans: Thomas Merton's Contemplative Vision	

THL 790	Spiritual Formation	
THL 791	Spirituality and Sexuality	
THL 792	Practicum in Ministry	
THL 793	Directed Independent Reading	
THL 794	Special Elective in Biblical Studies	
THL 795	Directed Independent Study	
THL 796	Special Elective in Historical-Doctrinal-Liturgical Studies	
THL 797	Directed Independent Research	
THL 798	Special Elective in Christian Life Studies	
Elective courses		
Select one of the following. A comprehensive exam is required for both.		15
Plan A: Three elective courses plus 6 hours of THL 799 Master's Thesis		
Plan B: Five elective courses		
Total Credits		33

Master of Arts in Ministry

See Master of Arts in Ministry (p. 122) for more information.

Cross-Listing of Courses with the Master's of Arts in Christian Spirituality (CSP) Program and the Master's of Arts in Ministry (MAM) Program

Courses in the Master's of Arts in Christian Spirituality (CSP) program that are cross listed with Theology may be taken to fulfill electives in the MA in Theology. Theology courses in the Master's of Arts in Ministry (MAM) program may be taken, with permission of both program directors of the MA and MAM programs, to fulfill requirements and electives for the MA in Theology except for the three foundational seminars (i.e. THL 700 Seminar in Biblical Studies; THL 730 Seminar in Systematic Theology; THL 755 Seminar in Moral Theology).

Graduate students may enroll for 500 level courses at a 700 level, in order to complete their programs. They may not repeat a course that they have on their transcripts at a 500 level, and when they register for a 500 level course they will do so under one of the following numbers:

Code	Title	Credits
THL 794	Special Elective in Biblical Studies	1-3
THL 796	Special Elective in Historical-Doctrinal-Liturgical Studies	3
THL 798	Special Elective in Christian Life Studies	3

Students, when registering, should see the program director, who will complete the special elective course registration.

Faculty

Note: The year appearing in parentheses after the academic rank and official position indicates the beginning of service at Creighton University. The second date, if given, indicates the year of appointment to present rank.

Amy Abbott, *Associate Professor of Nursing* (1996; 2011).
B.S.N., Creighton University, 1992; M.S. in Nursing, 1998; Ph.D., University of Nebraska Medical Center, 2008

Peter W. Abel, *Professor of Pharmacology* (1987; 1997); *Chair, Pharmacology* (2018).
B.S., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978

Susan Aizenberg, *Professor Emeritus of English* (2001; 2017).
B.F.A., University of Nebraska at Omaha, 1989; M.F.A., Vermont College, 1992

Musa M. Al-Hindi, *Lecturer in Classical and Near Eastern Studies* (2016).
B.A., Creighton University, 1989; M.A., Creighton University, 1993; M.A., University of South Africa, 2014

Naser Z. Alsharif, *Professor of Pharmacy Sciences* (1994; 2010); *Coordinator International Program-Middle East* (2017).
B.A., University of Nebraska, Omaha, 1984; Pharm.D., University of Nebraska Medical Center, 1987; M.S., University of Nebraska Medical Center, 1988; Ph.D., Creighton University, 1992

C. Anton Ames, *Instructor of Business Intelligence and Analytics* (2014).
B.S., Park University, 2001; M.B.A., University of Missouri, 2010

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BS, Yildiz Technical University, 2006; ME, Lehigh University, 2011; PhD, Auburn University, 2016

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Pharm.D., Creighton University, 1984

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B.A., Whitman College, 1968; M.S., Indiana University at Bloomington, 1971; Ed.D., 1973; Graduate Certificate of Gerontology, University of Nebraska at Omaha, 1984

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B.A., St. Louis University, 2002; M.D., University of Nebraska Medical Center, 2006

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B.S., Moorhead State University, 1989; Ph.D., Iowa State University, 1994

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BS, University of Notre Dame, 2005; PhD, Princeton University, 2010

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B.A., Augustana College, 2001; O.T.D., Creighton University, 2004

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B.A., Shippensburg University, 1986; M.A., Pennsylvania State University, 1988; Ph.D., Lehigh University, 1992

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B.S., University of California at Riverside, 1971; M.S., University of Arizona, 1973; Ph.D., 1976

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B.A., Maryknoll Seminary, 1961; D.D.S., Creighton University, 1969; Ph.D., Baylor University, 1975

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B.S., Iowa State University, 1967; M.D., University of Nebraska at Omaha, 1971; Ph.D., University of Nebraska at Lincoln, 1977

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B.A., Bucknell University, 2011; Ph.D., University of Texas, 2017

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Ph.D., University of Georgia, 2003

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B.S., University of New Hampshire, 1983; M.S., University of Lowell, 1990; Ph.D., Johns Hopkins University, 1995

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B.S., Miami University, 1991; M.S., Miami University, 1993; M.S., University of North Carolina at Chapel Hill, 1996; Ph.D., 1998

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LLB, Faculty of Law, Hebrew University, 1999; LLM, Faculty of Law, Hebrew University, 2000

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B.A., University of Uyo (Nigeria), 1998; B.Phil., Pontifical Urban University (Rome), 1998; B.D., , Pontifical Urban University, 2003; M.S., Creighton University, 2007; Ph.D., University of Cambridge, 2012

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B.A., Panjab University, 1972; M.A., Panjab University, 1974; M.S., Wichita State University, 1975; Ph.D., Texas Tech University, 1980

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Michael Nichols, *Professor of Physics* (1999; 2014); *Associate Professor of Biomedical Sciences* (2000; 2006).
B.S., Harvey Mudd College, 1990; M.A., University of Rochester, 1992; Ph.D., 1996

Lance Nielsen, *Professor of Mathematics* (2000; 2010); *John N. Mordeson Chair in Mathematics* (2017).
B.S., University of South Dakota, Vermillion, 1981; M.S., University of New Hampshire, 1984; Ph.D., University of Nebraska, Lincoln, 1999

E. Jeffrey North, *Assistant Professor of Pharmacy Sciences* (2014).
B.S., University of Memphis, 2005; M.S., University of Memphis, 2007; Ph.D., University of Memphis, 2010

Neil S. Norton, *Professor of Oral Biology* (1996; 2009); *Professor of Biomedical Sciences* (1996; 2009); *Associate Dean for Admissions and Student Affairs* (2014).
BA, Randolph-Macon College, 1988; PhD, University of Nebraska, 1995

Richard L. O'Brien, *Professor Emeritus of Medicine* (1982).
M.S., Creighton University, 1958; M.D., Creighton University School of Medicine, 1960

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B.S., University of Nebraska, 1978; M.S., University of Nebraska Medical Center, 1990; Ph.D., 2000

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B.A., Stetson University, 1983; M.T., Weston School of Theology, 1988; M.A., Catholic University of America, 1990; Ph.D., 1993

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B.A., Lafayette College, 2009; P.h.D., Drexel University, 2017

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B.S., Brigham Young University, 2009; M.S., Brigham Young University, 2009; Ph.D., Mississippi State University, 2014

Kayode D. Oshin, *Assistant Professor of Chemistry* (2016).
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Child Development Center

Creighton University Child Development Center was established in 1982 to meet the childcare needs of the parent who is a student, staff, or faculty member of the University. Children ages six weeks to five years are served in an atmosphere of care and learning. The Center assists Creighton's educational mission by providing an opportunity for students to work directly with the children, and for others to observe children as an element of their course work. The Center is committed to this three-fold mission: to serve young children, to serve their parents, and to serve the students of the Creighton community.

Children from the age of six weeks to five years receive tender, loving care at the Center, which is licensed by the State Department of Health and Human Services and operates from 6:30 a.m. to 6:00 p.m. Monday through Friday with the exception of university holidays. Call 402.280.2460 or access the Child Development Center webpage (http://www.creighton.edu/childdevelopmentcenter) for information.

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